Space and Place in Africana/Black Studies: An Institute on Spatial Humanities, Theories, Methods and Practice
Kim Gallon and Angel Nieves

Overview

The African American Studies & Research Center (AARC) at Purdue University was a two-year long institute beginning the summer of 2016 was designed to advance knowledge in Africana/Black Studies by affording 20 early and mid-career Africana/Black Studies scholars, graduate students and librarians an opportunity to think critically about the relationship and intersections between Africana Studies and the spatial humanities. To that end, the Institute was concerned with helping participants to think spatially, to internalize the concept of space, and to develop spatial literacies. The Institute also advanced digital and spatial humanities methods among Africana/Black Studies scholars. Participants explored key topics in spatial humanities and will be introduced to a breadth of geospatial technologies. The web-based platform, BlackDH.org (www.blackdh.org) will serve as a clearinghouse and portal for scholarly discussions that will grow out of the Institute.

During the Institute the participants will examine and consider spatial theory, methods and technologies, which will answer two central research questions:

- What interstices do spatial humanities fill in Africana/Black Studies?
- What spatial theories best capture the relationship between *race* and *space* in Africana Studies and how might they be visualized through geospatial technologies?

Unlike the traditional conference model, which allows for brief and often disparate engagement with issues around race in the digital humanities, the Institute provided for hands-on activities and sustained discussions over an intensive three-week period. The Institute, then, was a necessary and critical intervention in bringing Africana/Black Studies into the fold of spatial humanities through the critical nexus of race and space. Nonetheless, the Institute also prepared participants to view spatial humanities as a way to challenge and transform discourse and activities in the humanities, which may unwittingly obscure or remand Africana/Black studies to the margins. With this in mind, the Institute's goals were:

- To introduce participants to spatial humanities and help them think spatially
- To increase the number of Africana/Black Studies scholars who are conversant in geospatial tools and technologies
- To make available to participants a larger network of scholars working in spatial humanities through BlackDH.org
- To develop analyses at the intersections between Africana Studies and spatial

humanities for a peer-reviewed edited monograph or special issue of a journal in Africana Studies

At the end of the Institute, participants had the means to develop a spatial thinking "habit of mind." The Institute was directed by Drs. Kim Gallon and Angel David Nieves and supported by the staff of the African American Studies & Research Center at Purdue University and the staff and laboratory spaces of GIS Services at Purdue Libraries. A follow-up workshop took place in April 2017 at Hamilton College.

Rationale

Katherine McKittrick, a Black Studies scholar and Professor in Gender Studies, Queen's University, Kingston, Ontario writes, "Black matters are spatial matters."[i] McKittrick argues that space and place are integral to providing black lives with meaning even as African people have been displaced and uprooted through oppressive global and national processes across the diaspora. Space, then, is both mechanism for resistance and oppression in this formulation. In this simple statement, McKittrick not only makes a case why space is integral to the field of Africana Studies, but why a National Endowment for Humanities (NEH) funded institute on spatial humanities and Africana/Black studies was necessary. The African American Studies and Research Center (AASRC) at Purdue University and Hamilton College requested support from the NEH to hold a three-week institute in the summer of 2016 and a two-day workshop in the spring of 2017 to engage twenty Africana/Black Studies scholars, graduate students and librarians in spatial humanities' education and training around five broad themes in Africana/Black Studies: 1. the Middle Passage & slavery; 2. segregation & apartheid; 3.urbanization/migration & mobility; 4. agrarian labor & rural life; 5. transnational networks.

Spatial humanities have transformed the work of humanities' scholars, allowing them to consider at length the implications of space in their work. Drawing on the work of the Virtual Center for Spatial Humanities at Indiana University-Purdue University Indianapolis (IUPUI), we define spatial humanities as a field that "relies upon powerful geospatial technologies and methods to explore new questions about the relationship of space to human behavior and social, economic, political and cultural development." Art history, literature, history, philosophy and religion, among other humanistic fields, have benefited greatly from scientific and quantitatively-oriented technologies and tools to establish new and innovative ways of understanding the intersections between space and the human condition. Now is the time to prepare Africana studies scholars to take advantage of the *Spatial Turn*.

Although avowedly interdisciplinary, the field of Africana/Black Studies has always revolved around the analysis and study of the African diaspora through the humanities. From its inception Africana/Black Studies programs have undertaken the question of space and African people's ability to traverse and negotiate their right to occupy spaces in western societies. Historically, black bodies have been viewed as polluting public space. Indeed, both geographic and social spatial differentiation in the United States has been

predicated on racial difference. In this sense, we might see racial segregation as an epistemological and ontological system that thrives on "the markings of spaces and the mapping of races."

In geopolitical terms, Africana/Black Studies scholars have studied everyday mobilities, which include the flow of people, networks, objects and ideas backward and forward across the Atlantic Ocean. Thus, space in Africana/Black Studies is less static; mobility must be considered as central to inquiries into the relationship between African descended communities in the Diaspora and on the African continent. Black peoples' ability to move across space is a cornerstone for understanding their complex social locations and conditions. Numerous scholars have documented and theorized the integral connections between African American mobility and citizenship, freedom, and resistance.

Utilizing the work of McKittrick, we suggest that Africana/Black Studies consider "geography as space, place and location in their physical materiality and imaginative configurations."[ii] These formulations of space in Africana Studies, then, suggests that questions that drive and are driven by spatial humanities must consider the fluidity of space and black bodies' intersection and movement within specific geographical places. Thus, how do geography and Africana Studies work together to posit and practice a different way of knowing and imagining the world? In the context of the Institute, we will explore with participants ways to develop spatial thinking and utilize spatial technologies to grapple with multiple meanings of space and place brought about by the diasporic nature of the black experience, which challenges traditional, western (and even global) conceptions.

In brief the five themes: 1. the Middle Passage & slavery; 2. segregation & apartheid; 3. urbanization/migration & mobility; 4. agrarian labor & rural life; 5. transnational networks, serves as the Institute's mainstay and emphasizes the interdisciplinary focus of the instruction and discussions. Added to this, these themes open avenues for participants to engage in theoretical concepts of space and place as scholars as well as critical interpreters within the context of their own work in Africana/Black Studies. Discussions of space and place in the context of technology are essential for scholars of Africana/Black Studies as they have not had the benefit of sustained discussions and training in spatial humanities for a variety of reasons. Indeed, what we have seen are concerted efforts to build conversations about the broad application of digital humanities in Africana/Black Studies over the past few years. The Harriet Tubman Institute for Research on Africa and its Diasporas at York University held a two-day workshop in September 2014 titled, "African Diaspora 2.0." The workshop featured discussions between scholars and community historians of Africana Studies and digital specialists on the necessary relationship between oral history and technology in order to make oral narratives of African-descended people more readily accessible on the Internet. The *Black Press Research Collective* held an NEH funded workshop in October 2014 that brought together key Black Press scholars, digital humanities librarians and scholars, archivists and data visualization experts to develop plans to create data visualizations from select data on the Black Press. The Emory Center for Digital Scholarship in partnership with the HBCU Library Alliance hosted a week-long summer institute on

Omeka, *WordPress* and Emory's mobile tour application for twenty participants from historically black colleges and universities.

While endeavors to broaden conversations about digital humanities are important and necessary, an institute on spatial humanities is particularly critical as many Africana Studies scholars work closely with the concept of space in their work, yet often without a critical understanding of how it intersects with advances in such fields as GIScience, Geo-humanities and spatial humanities. It is a fact that there remains a relative dearth of African/Black Studies faculty and teachers with expertise in spatial humanities. This is most evidenced in the small numbers of Africana/Black Studies scholars involved in centers such as the Virtual Center for Spatial Humanities at Indiana University-Purdue University Indianapolis and academic units such as the Spatial History project at Stanford University. Just as importantly, very little of the burgeoning scholarship in spatial humanities currently intersects with Africana Studies.

The reasons for the relative absence of Africana/Black Studies in spatial humanities are multifaceted. First, technologies such as geographical information systems (GIS) can seem inaccessible to scholars with limited resources and time to develop sufficient skills to analyze and produce maps. Second, many scholars in Africana/Black Studies are simply unfamiliar with the field of spatial humanities, although they may be working and thinking in ways that are specific to the field. In this sense, these scholars and their work could benefit from their inclusion in a larger community of spatial humanities scholarship.

A number of mapping projects on topics in Africana/Black Studies demonstrates this point and has transformed what we know about black mobility and occupancy of space in the nineteenth and twentieth centuries. Recent projects such as *Mapping Du Bois*, *Black Gotham*, *Digital Harlem*, and the *Slave Revolt in Jamaica* reflect an emerging body of scholarship on space and place in Africana/Black Studies. Stephanie Y. Evans' project, *Swag Diplomacy: Black Travel Memoirs* draws on data from African American memoirs, diaries and autobiographies. The data was made machine readable and formatted in an Excel file for View Share mapping technology. The project shows the global connections, which African Americans had made through travel. The map creates a different way of knowing that autobiographies and memoirs cannot capture. The University of South Carolina Libraries *Negro Traveler's Green Book* project also provides another point of entry into thinking critically about the ways that black people used and negotiated space in the twentieth century. The *Negro Traveler's Green Book* was a traveler's guide published between 1936 and 1964 for African American motorists traveling across the country during the era of segregation. It provided them with information which allowed Blacks to travel and stay in safe and comfortable lodgings. The University of South Carolina libraries have used Google Map technology to create a map of over 1,500 locations from the spring, 1956 edition of the book. Directed by African American historian, Conner Geer, this project enriches an understanding of African American history by showing matrices of black networks that produced and maintained black tourism throughout the United States.

Together, these projects demonstrate the capacity that geospatial technologies have to produce new questions and knowledge about black life, both nationally and globally. These projects, however, suffer from not being part of a larger conversation about spatial humanities in which geospatial technologies best capture matters such as historical depth

and temporal representation. In this regard, both maps might be improved by incorporating spatial theories as well as the use of advanced geospatial technology. For instance, network-based spatial analysis technology that shows the relationships between African American travelers could improve the *Swag Diplomacy* map. The Institute will show participants how three-dimensional mapping and graphical rendering of statistical and demographic data can produce innovative, analytical means for examining both Black history and culture as well as providing depth and perspective to scholars' teaching.

There are a wide variety of geographical-based technologies, which transform and can be transformed by Africana/Black Studies. *Viewshare*, *Gephi*, *Map Box*, *Google Maps* and *Cytoscape* all offer new and incredibly vibrant ways of examining and understanding the spatial, historical, and cultural experiences of African people in the United States, Africa and the larger African Diaspora. Scholars should strive not to use these tools naively or without an understanding of spatial concepts. Understanding concepts such as scale, ecological fallacy and spatial correlation is vitally important. Thus, it is not simply a lack of training and familiarity with technologies that is at stake if Africana Studies scholars fail to be provided with opportunities to integrate spatial humanities into their scholarly work.

The Institute introduced participants to the concept of spatial thinking as a lens for considering these geospatial technologies. The NEH has funded a series of geospatial institutes over the past three years at UVA, UCLA, and Indiana. Our institute draws on these institutes as models but also provides a different outlook. Like previously funded institutes, it is dedicated to making the participants conversant in spatial humanities and a variety of geospatial technologies, which are suited to humanistic scholarship. We want to provide participants with the capacity to work with technical and domain experts on mapping projects. However, the Institute will focus on what spatial humanities can specifically tell us about race and space in the United States. In this regard, we are just as committed to helping Africana/Black Studies scholars inform technical experts of the ways that race underlies geospatial technologies. The institute will allow participants to engage in what Miriam Posner at the University of California, Los Angeles describes as "reverse engineering." Reverse engineering is taking a project and breaking it into its component parts to understand how it is built.[iii] For scholars who lack an understanding of spatial humanities, mapping projects may appear to be inscrutable black boxes. While they have a sense of the data that is used for the digital map as well as the graphical outputs, which comprise the map, many scholars apprehend the internal workings of the technology, which produce the map as opaque. Africana/Black Studies scholars, who hope to be a part of the evolution of the field, situating themselves amidst the evolving definitions of scholarly work, should plan for a future where digital and spatial humanities are commonplace. Space in Africana/Black Studies was an effort to prepare the academics working in Africana/Black Studies to develop spatial narratives and maps, which considers the intersections between race, space and representation.

Application Process and Participation Selection

Angel Nieves and Gregory Lord Lead Designer & Software Engineer, Digital Humanities Initiative (DHi), Hamilton College developed the web site for the Institute in early November 2015. It can be found at: http://nehspaceandplaceblstinstitute.org.

Since the Institute was specifically aimed at early and mid-career faculty working in the fields of Africana and Black Studies and with a special interest in those working at historically black colleges and universities, which face particular challenges in providing professional development in digital humanities. We anticipated scholars with interest in digital humanities and particular interests in visualizing data

The institute was open to 20 participants. This number helped to ensure that participants would receive adequate attention from instructors to develop spatial literacy. We also believed that this number will foster a tight-knit scholarly community. We were interested in participants who could articulate clear interests in the relationship between space and Africana studies. In this sense, we were also looking for applicants who can articulate a project with sufficient spatially-enabled data or data with spatial attributes. Applications will be submitted on-line through a Purdue University enabled portal
Thus, we requested that applicants submit the following material:
1. CV
2. A brief essay that will describe how: (1) participation in the Institute will further the applicant's scholarship; (2) a project in Africana studies that contains spatially-enabled data or data with spatial attributes. (3) how their project can contribute to a greater understanding of the relationship between Africana studies and spatial humanities.
3. A letter of support from the applicant's chair or center director

A nation-wide call for applications was be posted to major listservs such as AFRO-H-Net, HASTAC, HUMANIST, EDUCAUSE, Bamboo, DH Now and social media sites such as Twitter, Facebook, and Tumbler. Special efforts were made to advertise the institute to historically black colleges and universities by directly contacting centers and departments on these campuses.

The application deadline was February 1st 2016 (estimated date).

We received 52 Applications. The applications were initially reviewed by Kim Gallon and Angel Nieves and reduced to 30 based how well the applicants articulated their project and the projects' compatibility with the themes the Institute is structured around. The themes are as follows:

Transnational networks
Segregation and Apartheid
Urbanization/migration and mobility
Agrarian Labor and rural Life
Transnational networks

Applicants' experience with spatial technologies and how much they could benefit from the Institute was also considered since the Institute's objective was to provide some training to scholars and professionals who have little to no experience with this technology. However, a fair amount of the applicants were well versed in programs like

GIS and/or Google Earth. While we are certainly interested in the best candidates and projects, we would like to stay within the objectives of the NEH grant. Ultimately, we chose a balance of applicants who were novice to spatial humanities and others who possessed more experience.

Participants were awarded $3000 fellowships for each session of the Institute. The participants stayed at University lodging at Purdue. Participants were responsible for their own transportation and meals taken during their travel to the Institute.

Staff, Faculty and Consultants

We invited leaders in the fields of Africana/Black Studies and spatial humanities to participate in the Institute. To this base, we also added geospatial experts who will provided training in geospatial technologies for the participants. Moreover, we invited several scholars to give keynote talks on the relationship between Africana/Black Studies and technology. This cohort of scholars and experts offered the necessary blend of expertise in spatial humanities and knowledge of Africana/Black Studies. Just as importantly, we carefully considered diversity, broadly defined, as a component of our faculty. In this sense, the Institute's faculty reflected both public and private colleges and universities and historically black colleges and universities. Faculty were also drawn from research I institutions and small liberal arts colleges and reflected a diverse gender, ethnic and racial identities. (See Appendix 5 for extended biographies)

Curriculum and Work Plan
The Institute's curriculum drew on the experience of geospatial experts and spatial humanities project leaders to educate and coach Africana studies scholars in the concepts, principles and methods of geospatial technologies. The participants will be asked to complete a questionnaire assessing the extent of their knowledge of the spatial humanities and geospatial technologies.

The three weeks of institute was divided up as follows:
The first week consisted of a thorough introduction to digital and spatial humanities and the debates over the significant absence of race in the scholarship about the field. The participants engaged and discussed theoretical readings on the digital humanities and its implication for Africana/Black Studies. Participants were introduced to idea of thinking spatially. Special attention was paid to the theory that Africana studies and spatial humanities together hold a unique role for exploring the common good. In this regard, participants were asked to critically assess the ways that spatial humanities can establish deepen a public understanding of African American social activism around contemporary forms of racism stemming from the blogosphere and social media. For example, we discussed the implication of mapping "Black Lives Matter" "I Can't Breathe" and "Die-ins" demonstrations across the country. During this week participants also reviewed a genealogy of spatial humanities projects, including maps, and hear from key spatial humanities scholars and practitioners. Each day of the first week also included hands-on

activities designed to help participants see themselves as digital humanists in the making. At the culmination of the first week, participants were well-versed in ongoing discussions about race in digital and spatial humanities.

The **second week** focused on hands-on spatial thinking activities and training in geospatial technologies and was led by Nicole Kong, Purdue Library's geospatial specialist and Dr. Scott Nesbit, Assistant Professor of Digital Humanities. To this end, we were less concerned with participants developing expertise in a particular software or digital tool and more interested in helping participants acquire and an understanding of spatial humanistic conceptual frameworks and broad knowledge of geospatial technologies. This week centered on three main goals:

1. To teach students how to think spatially and develop "visual sophistication"
2. To teach students how to understand and critique, geospatial technologies, to make them geospatial literate
3. To provide students with the technological tools to evaluate and contribute to spatial humanities projects

Some of the topics participants learned during the week are as follows: a variety of geospatial data types, data sources and metadata management techniques; manipulation of and query of geospatial data; geospatial data, understanding available choices and the implications of each technique; critiques of cartographic styles and implement effective cartographic and display techniques. Participants also worked with faculty members who served as coaches and helped guide them through the process of developing maps. Each day also included sessions for reflection and discussion on the unique process of developing maps for topics in Africana/Black studies.

The **third week's** focus was on helping participants conceptualize and develop individual projects from their own data sets, which they had brought to the Institute. Participants, individually or in small groups, spent time thinking through theoretical and practical problems with their data. Participants also worked with faculty to select appropriate geospatial technologies and processes for their data. The aim was to provide participants with time and a setting in which they can autonomously work on projects but have access to support from geospatial experts and spatial humanities project leaders. The week and the institute ended with end with lightening round presentations of participants' projects in various stages. (See Appendix)

At the end of the institute participants traveled back to their respective institutions. Participants will be expected to develop their maps. The project directors continued to facilitate communication between the participants and encourage them to exchange and read each other's work through Institute's Facebook posts throughout the 2016-2017 academic year. Select participants were solicited for an edited collection of reflections, analyses and maps emanating from the institute. We expect to submit this collection for an edited manuscript, are working with the University of Georgia Press to develop the collection for submission. Participants were also encouraged to continue professional

development in digital and spatial humanities through massive open line courses offered by institutions such as Indiana University.

A two-day follow-up workshop on April 14-16 2017 was held at Hamilton College in Clinton, NY. This workshop provided participants an opportunity to come together again to discuss the long-term impact of spatial thinking in Africana/Black Studies. The workshop opened up with a keynote talk titled, "Africana/Black Studies in the Digital Age: Digital Humanities & Critical Race Studies" by Marisa Parham, Director of the Five College Digital Humanities Project and Associate Professor of English at Amherst College (specializing in African American literary and cultural studies). Keynote talks were also presented by Dr. Jessica Johnson, Assistant Professor of History and African American Studies at Johns Hopkins University and Dr. Marla Jaskch, Associate Professor of Women's and Gender Studies at The College of New Jersey. The next day of the workshop featured presentations from all participants. The workshop ended with a morning session the following day that put the participants' projects in the context of sustainability, data management and preservation, and issues centering on intellectual property and copyright. Institute Co- director, Dr. Angel Nieves along with Dr. Scott Nesbit ran this part of the workshop and provided participants with best practices and a broad range of advice and references to sources applicable to individual projects.

Institute Content

In order to maximize the limited time, we had with participants, we provided participants with a set of texts prior to the Institute. To this end, we introduced the participants to spatial humanities by providing them David J. Bodenhamer, et al, Deep Maps and Spatial Narratives and David Bodenhamer, et al, The Spatial Humanities: GIS and the Future of Humanities Scholarship. As foundational texts in spatial humanities, we asked participants to become acquainted with the language and methodology of spatial humanities by reading through both books to prepare for the Institute. We paired these books with the novel, Kindred, by Octavia Butler. The novel provides a gateway into critically considering the idea of space, place and mobility in Africana/Black Studies as the book's protagonist, an African American woman Dana, shuttles between her contemporary life in California and a pre-Civil War Maryland plantation.

We held a book discussion on the evening of the first day to explore with participants the significance of the book's themes and their implication for understanding how places and spaces help to define black identity. Our first day of readings examined the issue of race in the digital humanities. We believe this was an optimum way to begin the Institute as it introduced participants to ongoing discussions of the place and role race has in digital humanities scholarship. We began with Moya Bailey's seminal work, "All the Digital Humanities Are White, All the Nerds are Men, But Some of Us Are Brave." Bailey's work acted as a clarion call for the inclusion of difference in the digital humanities. In addition, participants read work by the following leading scholars on race and the digital humanities: Amy Earhart, Adeline Kohn, Stephanie Browner and Tara McPherson. Each of these scholars has urged and prodded digital humanities scholars to critically think about social difference, particularly around matters of ethnicity, race and nationality.

While the first day's set of readings appear ambitious, many of these pieces are short in length and did not pose an undue burden on participants.

The remaining week's readings largely focused on spatial humanities and the problem of space and place in Africana/Black Studies. While participants will take up the study of spatial thinking each morning, they will work with faculty in small group sessions in the afternoons to examine larger questions about place and space in the context of the specific themes. Participants will be assigned readings from Spatial Humanities: GIS and the Future of Humanities Scholarship on the second day of the Institute. We will begin with "Turning toward Place, Space and Time" by Edward L. Ayers, which provides participants with foundational concepts. We will also help participants envision what they can do in spatial humanities by reading David Bodenhamer's essay, "The Potential of Spatial Humanities." While participants spent some time developing a working knowledge of spatial humanities, we are also interested in exploring with them a growing body of innovative writing on space, place, and region in Africana/Black Studies. We started with Katherine McKitrrik, James Tyner, Angel David Nieves, and Thadious Davis' work. Each scholar writes about the vexed and complicated relationship between space and blackness. At the same time, their writings allowed participants to understand the potentialities embedded in spatial narratives and geographic localities for African people within and outside the United States.

Finally, in week two and three, participants turned to readings on geospatial technologies. Participants will use Amy Hiller's and Anne Kelly Knowle's text, *Placing History: How Maps, Spatial Data and GIS Are Changing Historical Scholarship* and return to the books, *The Spatial Humanities* and *Deep Maps*. Hillier and Knowles' text is comprised of case studies and methodological approaches to geospatial technologies and was a good fit for the Institute as it challenges the idea that GIS and other geospatial software is best used for quantitative social science. We selected case studies from the book for the afternoon sessions during the second week and analyzed them in breakout sessions

Impact and Evaluation
We deemed the Institute a success by the following measures: 1. Participants' investment in spatial humanities' potential for transforming Africana/Black Studies scholarship and the willingness to challenge spatial humanities with theories in Africana/Black Studies. 2. Participants' development of spatial literacy and a spatial consciousness regarding topics in Africana Studies. 3. Participants' capacity to share knowledge of geospatial technologies with others in the broader Africana/Black Studies community.

Because of the emerging relationship between Africana/Black Studies and spatial humanities, it was important to widely share the Institute's finding and projections. We envisione collaborating with participants on conference panels and additional workshops and institutes in the broader field of digital humanities.

Appendices:

SPACE & PLACE
IN AFRICANA/BLACK STUDIES

AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE

5-26 June 2016 & 14-16 April 2017
http://www.nehspaceandplaceblstinstitute.org

Deadline for applications: **January 25, 2016.**

The African American Studies & Research Center (AASRC) and History Department at Purdue University and the Digital Humanities Initiative (DHi) at Hamilton College are pleased to announce an NEH ODH Institute for Advanced Topics in the Digital Humanities for summer 2016. The Institute is designed to offer twenty (20) early and mid-career Africana/Black Studies scholars, graduate students, librarians and archivists an opportunity to think critically about the relationship and intersections between Africana/Black Studies and the spatial humanities.

Application and Logistics:

Up to 20 fellowships will be awarded to individuals who demonstrate serious interest in the application of geo-spatial technologies to issues in Africana/Black studies. While all early and mid-career Africana/Black studies scholars and graduate students are eligible to apply, we are especially interested in collaborating with those who have experience in one or more geo-spatial technologies as well as scholars who have thought critically about the spatial dimensions of Africana/Black Studies as a field.

All fellows will participate in a three-week residency June 5-26 2016 at Purdue. Residency will include colloquia and working sessions in which participants collectively develop project foundations and address relevant issues in spatial humanities. Fellows will also be provided the opportunity to present their own projects. Applicants need not be proficient with geo-spatial technologies but must demonstrate some level of engagement with them as well as with spatial questions and analyses. Evidence of the capacity for successful interdisciplinary collaboration and for scholarly innovation is required.

Fellowship awards will include a stipend of $3,800 for each participant, which will be used to cover expenses for accommodation, travel and meals for the Institute and Workshop. Participants are required to attend the Institute and Workshop to fulfill the terms of their fellowship.

Applications should include the following:

- Two to three-page statement describing how participation in the Institute will fit the scholarly and professional goals of the applicant.
- One-page description of the applicant's experience with geo-spatial technologies and spatial analysis.
- Brief CV (maximum of three pages).
- Letter of support from department chair for non-tenured faculty or from their dissertation advisor for doctoral candidates.
- Projects that articulate a clear understanding of the potential of spatial humanities and the problems associated with the use of geo-spatial technologies in humanities scholarship will be regarded favorably.

Electronic applications are required. Please assemble all application materials, except for letters of recommendation, into one PDF file.

Submit to nehspaceandplaceblstinstitute@gmail.com

Deadline for applications: **January 25, 2016.** Fellowship recipients will be notified **February 25, 2016.**

Questions may be directed to **kgallon@purdue.edu** and/or **anieves@hamilton.edu**

AASRC @ Purdue: https://www.cla.purdue.edu/african-american/

DHi at Hamilton: http://www.dhinitiative.org

Hamilton College: http://www.hamilton.edu

Purdue History Dept: https://www.cla.purdue.edu/history/

SPACE & PLACE
IN AFRICANA/BLACK STUDIES
AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE

(https://nehspaceandplaceblstinstitute.org/)

Institute Participants
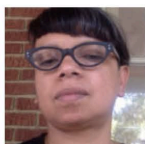
denisse andrade (Summer '16 & Spring '17) is a Phd candidate in Geography at the Graduate Center at the City University of New York, and is pursuing a certificate in American Studies. As a Teaching Fellow at CUNY, she has taught courses in Urban Studies and Globalization. denisse holds an MA in Media and Cultural Studies from the New School from Social Research and was a Helena Rubinstein Curatorial Fellow at the Whitney Museum of American Art. Her dissertation focuses on the poetics and politics of land of the Black radical movement of the 1960s and 1970s. denisse's broad interests include black geographies, the racial state, critical historiography, and the intersection between radical politics, aesthetics and performance studies.

Leah Barlow (Summer '16 & Spring '17) is a William Fontaine Fellow of Africana Studies at the University of Pennsylvania. She received her B.A. in English from Hampton University, where she held a UNCF/Mellon-Mays Undergraduate Fellowship, and her M.A. in English Literature from Georgetown University. Her research interests include intellectual history, black feminist thought, and digital space.
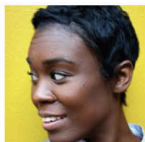
Asha Best (Summer '16 & Spring '17) is a Doctoral Candidate in the Department of American Studies at Rutgers University. She completed her Master's in Pan African Studies at Syracuse University, writing a thesis on narratives of Caribbean (im)migrant life in the U.S. and the work of Edwidge Danticat. Her thesis is what prompted her to think about how (im)migrants narrate their lives from particular geographic and cultural locations. Her interests and methodological bag of tricks have expanded and my current work deals more broadly with (im)migrant mobilities. She finds the framework of mobility useful in exploring movement, affect, performativity, notions of citizenship and the production of space. She is interested in mapping out sites where race and spatial im/mobility are mutually constitutive, particularly for Black and Brown immigrants in the U.S. Her research interests likely stem from her itinerant lifestyle, having lived in Brooklyn, on the outskirts of Boston, Concord, New Hampshire, Atlanta (for just a moment) and Los Angeles. Outside of bookish things she enjoys exploring cities (mostly on foot and transit) and drinking tea. She tweets irregularly and gets lost on Tumblr often. Her work can be found in *The Feminist Wire* and *Darkmatter*.

Denise Burgher (Summer '16) is a Ph.D. student in the English Department. Denise is interested in nineteenth-century literature written by women of the African diaspora but particularly the texts that come out of the Afro-Protestant world. She is a co-leader of the exhibits team and chair of the project's historic church out-reach committee.

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Clayton Colmon (Summer '16) is a Ph.D. candidate in the department of English at the University of Delaware. His research is located at the intersection of Utopian Studies, African American Studies, and Science Fiction Studies; it examines how writers and musicians of color use technology—both real and imagined—to reposition themselves in social discourse. Clay is primarily concerned with contemporary texts, but he sees the Colored Conventions Project as foregrounding the lived histories of African-American activists and writers whose individual difficulties with racism, sexism, and slavery have inspired present struggles for equality and freedom. As a chair of the grants committee, he is always on the lookout for future funding opportunities. landscape.

Lissette Acosta Corniel (Summer '16 & Spring '17) is a Research Associate at the CUNY Dominican Studies Institute at the City College of New York working on the pioneering project, "First Blacks in the Americas," an academic digital showground dedicated to the study of the presence and contributions of the first black Africans to set foot in the New World. The "First Blacks..." website will be a Spanish and English platform for teaching and learning composed of digitized, translated, and transcribed colonial documents otherwise unavailable except to Spanish paleography experts. She is also the co-curator of the traveling exhibit, "Sixteenth Century La Española: Glimpses of the First Blacks in the Early Colonial Americas." Her research focus is twofold. First, she examines women's resistance strategies in colonial Hispaniola between 1500 and 1794 and analyzes the struggle and survival tactics applied by women during the time of an emerging civilization within a patriarchal society. Second, she studies the buried historiography pertaining to the arrival of free and enslaved Africans in early Santo Domingo. The Transatlantic Slave Trade and New World slavery, as conventionally understood, expanded almost immediately—after being institutionalized by the Spanish Crown in 1518—playing a major role in the formation of colonial society. Yet, the phenomenon has not been adequately historicized from its locus of emergence, namely the city of Santo Domingo in the island of Hispaniola. She has published on both topics.

Chryl N.E. Corbin (Summer '16) is a doctoral student at the University of California, Berkeley in the department of Environmental Science, Policy and Management within the division of Society & Environment and holds a seat on the City of Oakland Park and Recreation Advisory Commission. Corbin's research examines the relationships between society and nature within the built environment. As an urban environmentalist and political ecologist her work focuses on how environmental policies and practices in cities impact low-income communities and communities of color and their access to public green spaces. Corbin has been investigating the rise of the Green City in Oakland, CA while seeking to understand how the relationship between race and class, residential patterns, and access to green space have changed from 1960 prior to the Civil Rights Acts to 2016 after its adoption of environmental policies which established Oakland as a green city. She uses media as a tool of investigation to understand how visual media represents and influences environmental thought and spatial understandings within the urban landscape.
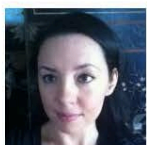
Desiree Dighton (Summer '16 & Spring '17) is a PhD student in Communication, Rhetoric, and Digital Media at North Carolina State University. Before enrolling at NCSU, she was an assistant professor of Humanities at Shaw University, the South's oldest Historically Black College and University. She has presented on using opensource tools for community and active archive building at digital humanities conferences and continues to focus her research and scholarship on critical race theory and rhetorics of space, social media, and the public sphere. Specifically, her work looks at how race and identity are performed in physical and virtual spaces, such as at the intersecting landscapes of the city, college campuses, and social media platforms.
At the Space & Place Institute, she intends to explore GIS technologies to visualize the Twitter and Instagram data collections, as well as find, analyze, and layer demographic data about Shaw University's surroundings at different time periods, such as the Jim Crow era of 194050s, White Flight/Urban Renewal 19611980, and the present. By overlaying quantitative data with the students' and residents' attitudes about Shaw and its surroundings, represented in their tweets and Instagram photos, she hopes this methodology and resulting project will provide a more culturally complete picture of Raleigh's changes and tell a more complex story of "growth" in this new era of urban renewal.

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Walter D. Greason, Ph.D.(Summer '16 & Spring '17), is the founder of the International Center for Metropolitan Growth, a company dedicated to attracting global investment to North America. He is also an economic historian at Monmouth University with a joint appointment in the Department of History and Anthropology and the Department of Business Management and Decision Sciences. His book, *Suburban Erasure*, won the prestigious Author Prize for Non-Fiction from the New Jersey Studies Academic Alliance in 2014. His newest work, The American Economy, examines changes in agriculture, manufacturing, and services since 1750. Dr. Greason currently serves as the Treasurer for the Society for American City and Regional Planning History. In 2016, the Asbury Park Press recognized him as 'An Agent of Change' whose work in entrepreneurship, historical research, and community activism earned national recognition."

Ethel Hazard (Summer '16 & Spring '17) is a cultural anthropologist trained in historical and ethnographic research at the University of Illinois, Urbana-Champaign, *Transnational Networks and Nation-Building*, examined the political histories of African American and Cubans of African descent from eastern Cuba. Dr. Hazard, completed a master's degree in anthropology at the Johns Hopkins University, that resulted in the article publication, *Mapping Histories, Cultures, and Economic Development*, addressing the politics of land reform policies in the Colómbian Caribbean. *The Long, Gone Place, of Los Chinchales*, completed for this seminar, examines gendered, racial and African-descended place-making in three, southern, fluvial, port cities, Baltimore, Maryland, Louisville, Kentucky, and New Orleans, Louisiana, from 1868-1899. *Chinchales*, often described, portrayed and written about, as "male-only" spaces, were also, small, family-owned, hand-rolled, cigar manufacturing companies, reliant upon "free-colored," tobacco-producers in rural hinterlands. *Chinchales* are the unifying spatial and social optic, for a project that offers a view into a regional history of interaction among African descended populations, while also, contributing to gaps in women's history, regarding the gendered and racial dimension of labor in an emergent, international, tobacco, manufacturing industry. In 2015, Hazard, co-wrote with Dr. Michael Simeone, an article about voice-activated technologies and human speech for *FutureTense*, a Slate online journal. *Hacking the Global Digital Divide: Deliberate Inclusion a Solution*, co-produced with April Land, is a digitally curated project, accessible on Learnist. She currently teaches African American history survey at Vincennes University at Fort Benning, Georgia.
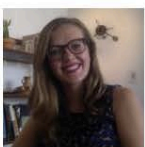
Amelia Hintzen (Summer '16) recently received her Ph.D. in history from the University of Miami. Her dissertation examines the development of Haitian-Dominican communities on Dominican sugar plantations during the twentieth century through the lens of everyday spatial politics and combines archival, ethnographic, and oral-historical research. Her work has been published in the NACLA Report on the Americas, the Journal of Haitian Studies, and the New West Indian Guide. She has also published in the Dominican Republic about the issues facing Dominicans of Haitian descent. In addition to her research, she has worked with Haitian-Dominican advocacy organizations to help them incorporate historical information and material into their work. Documents from her research have been submitted as evidence before the Inter-American Court of Human Rights, used in print advocacy campaigns, and discussed on Dominican news programs.

Justin Hosbey (Summer '16 & Spring '17) is a doctoral candidate in Cultural Anthropology at the University of Florida. He is currently working on his dissertation which is tentatively titled, "Consumption and Conviviality: Charter Schools and the Delectability of Black Death in Post-Katrina New Orleans." This dissertation is an interdisciplinary ethnographic project that examines Black social life in New Orleans, Louisiana by exploring the social consequences of the privatization of the city's public school system. In the wake of Hurricane Katrina's devastation in 2005, the Louisiana State legislature fired 8,500 predominantly Black New Orleans educators and administrators. The state then ordered the conversion of all New Orleans public schools into privately managed charter schools. Justin's dissertation uses life history interviews, participant observation, historical archival research, and spatial analysis to understand the intergenerational educational experiences of Black families living in the Gentilly and 7th Ward neighborhoods of New Orleans. He argues that the privatization of public schools is one tactic of an anti-Black political-economic project that maintains its coherence through the dispossession and death of Black New Orleanians. His dissertation work has been supported by research grants from the Ford Foundation and National Science Foundation. Justin received his B.A. in Anthropology from Georgia State University in 2008 and his M.A. in Applied Anthropology from the University of South Florida in 2011.

Marya McQuirter (Summer '16 & Spring '17) is a former historian at the Smithsonian National Museum of African American History & Culture (NMAAHC), where she researched and wrote for the museum's digital platforms.

Marya recently served as digital curator of *Race & Ethnicity in Advertising, America: 1890 to Today*, a digital humanities project organized by the Advertising Educational Foundation. The site will have the largest collection of ads featuring African Americans, Asian Americans, Latino/a Americans and Native Americans.

Marya has a PhD in history from the University of Michigan. Her dissertation, *Claiming the City: African Americans, Urbanization and Leisure, 1902-1957*, is a spatial analysis of race, gender and sexuality in Washington, DC in the era before Chocolate City. She has taught classes in public history and urban history at American University, George Washington University and the University of Michigan.

Her published works include a volume in the *Young Oxford History of African Americans* series and three essays in *The Scurlock Studio and Black Washington: Picturing the Promise*, the companion catalogue to NMAAHC's first exhibit. She also authored the award-winning *African American Heritage Trail, Washington, DC*, the city's first official black heritage trail.

In her current research, she is interested in mapping black cultural histories of technology. In particular, she looks at the ways in which women and men mobilized technologies—transportation, visual and communications—in the late 19th century to contest the boundaries of citizenship.

Reynaldo Ortiz-Minaya's (Summer '16 & Spring '17) main research focuses on world-historical structures of slave systems and structures of inequality with special attention in the Caribbean basin. His work examines the production of control and spaces of confinement in the Spanish Caribbean during the mid-18th to late-19th century. He also analyzes the institutional parallels and continuities between social-regulatory processes of enslavement and penal confinement and how such interplay is revealed within the built-environment of the Spanish empire. His forthcoming book manuscript is titled *From Plantation to Prison: Visual Economies of Slave Resistance, Criminal Justice, and Penal Exile in the Spanish Caribbean, 1820-1886*. His other research and teaching interests include visual culture, and the social production of space; political economy of chattel slavery; the Iberian empire (1450-1898); Cuban and Haitian sugar production during the eighteenth and nineteenth century; slave resistances in the Americas; Lt. General Antonio Maceo and the Cuban War of Independence (1895-1898); the prison-military-industrial complex; finance capital and rising levels of violence in the world-economy; global flows of capital and "gang formation" within U.S. society; U.S. Latina/o studies. Ortiz-Minaya received his bachelor's degree in sociology from Drew University, and his master's degree and doctorate from the State University of New York at Binghamton.

Musa Wakhungu Olaka (Summer '16 & Spring '17) is a Librarian for African, Global and International Studies at University of Kansas. He previously worked as a librarian for the Holocaust and Genocide Studies Center at University of South Florida before becoming the Assistant Library Director & Head of Information Services at Southeast Missouri State University. He holds a Ph.D. in Information Science and Learning Technologies from University of Missouri and previously worked as a librarian and as a teacher in Kenya before proceeding to Rwanda where he worked for 6 years. He has also closely worked with refugees from Africa who have been resettled in Missouri and in Tampa, FL. His research interests include: African Studies, Information Policy, Human Information Behavior, Library and Information Science Education, and Genocide Studies.

Caitlin Pollock (Summer '16 & Spring '17) is the Digital Humanities librarian for the Center for Digital Scholarship at Indiana University-Purdue University Indianapolis's University Library. Pollock serves as the liaison librarian to the Department of Philosophy and the Programs of Africana Studies and Classical Studies . She earned a B.A. in American Culture from Vassar College in 2006, a Master's degree in Library and Information Science from Pratt Institute in 2011, and a M.A. in Digital Humanities from Loyola University Chicago in 2014. She has worked with institutional repositories, developing metadata as well as outreach to faculty members to encourage and facilitate use of the repository. Pollock's research interests include the role of libraries and librarians in digital humanities research and projects, library history, digital humanities pedagogy, 19th century African American female activists, and the intersection of African American women and institutions of higher education.

David Ponton, III's (Summer '16 & Spring '17) interest in the racialization of space and the criminalization of race were perhaps unavoidable. First educated in the highly segregated, deeply impoverished, crime-weary city of Trenton, New Jersey, David completed his undergraduate work at Princeton University before teaching high school history at a remarkably racially and economically integrated "urban-rim" school just outside of his hometown. Intrigued (and somewhat confounded) by the markedly different experiences he had learning and teaching in these very dissimilar institutions and environments, David enrolled as a PhD student at Rice University to study the criminalization of space through race. His dissertation, "Criminalizing Space," explores these themes in the context of post-World War II Houston, Texas. Additionally, he is currently revising a theoretical article that examines race-making in twentieth and twenty-first century police encounters in the U.S. David is also affiliated with the Center for the Study of Women, Gender, and Sexuality at Rice, works as an editorial assistant at the Journal of Southern History, and is a scholar-in-residence at the African American Library at the Gregory School in Houston.

Anthony Pratcher II (Summer '16 & Spring '17) is a Faculty Associate in the School of Historical, Philosophical, and Religious Studies at Arizona State University and a Ph. D. Candidate in the History Department at the University of Pennsylvania. He teaches broadly on topics within American History and Africana Studies and has been published by *Southern California Quarterly* and *Technology and Culture*. His dissertation, *Community Consumed: Sunbelt Capitalism, the Politics of Community Control, and the Financialization of Civic Life in Suburban America,* focuses on the intersection of urban policy and everyday community practices in order to illustrate how the privatization of community institutions asphyxiated civic life within Maryvale, Arizona. In addition to his research on civic community, Anthony serves on several civic committees in his hometown of Glendale, Arizona. He expects to complete his Ph. D in May 2017.

Christopher Roberts (Summer '16 & Spring '17) is a PhD student in the Department of Africology and African American Studies at Temple University. In addition to being a doctoral student, he is a poet and social justice worker in a myriad of Black community spaces. At Temple University, Christopher has taught a wide array of undergraduate courses ranging from *African Civilization, Blacks in Mass Media,* and *Introduction to African American Studies.* Roberts' dissertation research explores the utility of the Afrocentric paradigm in constructing educational spaces of culturally epistemic healing from trauma for Africana people, specifically the trauma of miseducation and cultural genocide due to Eurocentricity. As a Digital Scholar Fellow at The Center for Humanities at Temple University (CHAT), he is currently highlight the spatial juxtaposition of what the author terms ancestral violence (monuments and spaces of colonial/white supremacist violence against Black people) and ancestral veneration (spaces of healing created by Black people in response to colonial/white supremacist violence). Roberts' CHAT project; *Geospatial Africana Discourses of Decolonizing Monuments and Memory: Mapping White Supremacist Ancestral Violence and Africana Ancestral Veneration from Baltimore to Charleston to Cape Town* utilizes a web based interface to explore via mapping the (de)colonial relationship of Africana cultural memory and White supremacist cultural monuments in Baltimore, Maryland; Charleston, South Carolina; and Cape Town, South Africa.

Darius Scott (Summer '16 & Spring '17) is a PhD student in geography at the University of North Carolina-Chapel Hill. His research focuses on the relationships between regional planning and African American community, culture, and livelihood in the U.S. South. His project engages with digital cartography and multimedia oral history platforms. His work has been supported by a Ford Foundation Predoctoral Fellowship and a Social Science Research Council Dissertation Proposal Development Fellowship.
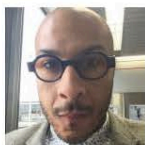
Frederick Staidum (Summer '16 & Spring '17) is Assistant Professor of English and Africana Studies with affiliations in Women's and Gender Studies at Muhlenberg College. He completed his Ph.D. and M.A. in African American Studies at Northwestern University under the direction of Michelle M. Wright. He, also, holds a M.P.S. and B.A. Black/Africana Studies from Cornell and Dillard Universities. Dr. Staidum's work focuses on Atlantic literary and visual culture with an emphasis on the representational practices by which people and geographies are rendered aberrant and freakish. He is completing a monograph, *Locating New Orleans: Race, Sex, and Geographies of Difference in Nineteenth-Century Atlantic Imaginaries*, which explores how the racial and sexual Other is projected onto New Orleans resulting in its designation as a "foreign" landscape within *American* and European print and performance culture. He reveals how representations of the city not only *translated* the notions of nationalism, morality, and race but *constructed* those very discourses. Dr. Staidum's second project probes the role of race, victimhood, and affect within horror cinema, which takes an interdisciplinary approach by connecting this visual technology with the genre's antecedents in gothic fiction. Additionally, he has forthcoming contributions in *Teaching the Harlem Renaissance, Encyclopedia of African American Culture,* and a special issue of *Sexualities (SEX)*. In support of his work, Dr. Staidum has secured a Consortium for Faculty Diversity Fellowship, a Digital Mapping in the Humanities Grant, and an Andrew W. Mellon Foundation/Muhlenberg Integrated Learning Abroad (MILA) Course Development Grant.

Cedric Tolliver (Summer '16) is Assistant Professor of English at the University of Houston, where he teaches courses on African American literature and literary studies. His manuscript, *Of Vagabonds and Fellow Travelers: African Diaspora Literary Culture and the Cultural Cold War*, considers Anglophone and Francophone African diaspora intellectuals who refused to operate within the ideological enclosures erected by the superpowers during the Cold War, becoming intellectual vagabonds as disruptive and threatening as those masterless men who roamed the English countryside in the sixteenth-century. His scholarship has appeared in *Arizona Quarterly,* the *Journal of Postcolonial Writing,* and *Safundi,* as well as in the edited volume, *Paris, Capital of the Black Atlantic.*
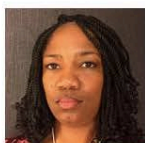
Nicole Myers Turner (Summer '16, Week One) obtained her doctorate in History with certificates in Africana Studies and College Level Teaching from the University of Pennsylvania where she also received the William T.V. Fontaine Fellowship. Longstanding interests in religion and power shaped at Haverford College and Union Theological Seminary where she earned a Master of Divinity, focus her research on the dynamic intersection between religion and politics in Virginia's black communities during the post-emancipation period. Her book manuscript, tentatively titled, "Powering the Pulpit: The Politics of Black Religious Institutions in Post-Emancipation Virginia" explores how Virginia's free and freedpeople used their churches, conventions and religious educational institutions to define political strategies, gender roles and community membership. The study delves deeply into the limited but extant records of black religious institutions and incorporates GIS mapping techniques to visualize the church and political networks that supported black participation in electoral politics. Through this local study, that incorporates examination of election data, church membership records, and religious networks she offers a social and political history of late-nineteenth century black religion.

She teaches courses that explore the intersections of race, gender and class in the African American experience. Her other research and teaching interests include African American religious history and black transnational religious and political networks. She is also interested in the growth and potential of digital humanities for expanding the explanatory power of historical research.

Ashleigh Wade (Summer '16), a Kinston, North Carolina native, is a Ph.D. student in the Women's and Gender Studies Department at Rutgers University. Before coming to Rutgers, Ashleigh spent four years teaching high school in Richmond, Virginia where she became interested in youth engagement with digital media technologies. Ashleigh's research examines how Black girls' media-making practices contribute to discourses of race, gender, and sexuality.

Lisa Young (Summer '16 & Spring '17) is a Ph.D. candidate and a Ford Foundation Dissertation Fellow in the American Studies department at Purdue University. Her research is a gendered examination of discriminatory federal housing policies. Using an interdisciplinary approach, her dissertation examines Black women's contributions to housing justice through public health by tracing Black women writers framing of how racial restrictive covenants operated as environmentally hazardous agents in the lives of urban Black residents. She has worked as a researcher in Washington, DC with the U.S. Department of Transportation's Office of the Secretary for Research and Technology, examining how transportation policies maintain housing inequality. She will be completing an upcoming summer fellowship at the University of Chicago with the Black Metropolis Research Consortium.

PURDUE UNIVERSITY   NATIONAL ENDOWMENT FOR THE Humanities FIFTY YEARS   Hamilton   DH: DIGITAL HUMANITIES INITIATIVE

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Appendix 2

SPACE & PLACE
IN AFRICANA/BLACK STUDIES
AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE
(https://nehspaceandplaceblstinstitute.org/)

Q

Institute Faculty

Zaheer Ali (http://www.zaheerali.com/) (Summer '16)
(http://www.zaheerali.com/) Oral Historian, Brooklyn Historical Society, Ph.D. Candidate, Columbia University

"'Some of this Good Earth that We Can Call Our Own:' Malcolm X, the Nation of Islam, and the Quest for Rural Lands and Urban Spaces"

Mr. Zaheer Ali's session will examine the Great Migration—particularly the massive social and cultural changes it produced—and the ways that it shaped Malcolm X's and the Nation of Islam's (NOI) geographies. In particular, we will explore Malcolm X's and the NOI's quest for land ownership, even while they made significant strides at occupying and re-appropriating urban spaces for worship, commerce, and political organizing. Set in different terrains, both the quest for rural land and urban spaces were important African-American spatial practices that emphasized the connection between space and freedom, land and independence.

Dr. Moya Bailey (http://moyabailey.com/) (Summer '16)
(http://moyabailey.com/)(Ph.D., Emory)
Postdoctoral Fellow, Women's, Gender & Sexuality Studies and Digital Humanities, Northeastern University
Dr. Bailey is the founder and co-conspirator of Quirky Black Girls, a network for strange and different Black girls and now serves at the digital alchemist for the Octavia E. Butler Legacy Network.*"What Counts as DH?"* Dr. Bailey's session will explore the diversity of digital projects inside and outside of African American studies, with specific attention paid to multi-media projects that are often over looked as belonging to DH. She will help participants think through their own projects and explore the DH dimensions of their existing projects.

Dr. David Bodenhamer (http://thepoliscenter.iupui.edu/index.php/about-us/staff-2/bodenhamer-bio/) (Summer '16)
(Ph.D., Indiana University)
Executive Director, Polis Center; and Professor, History; Indiana University-Purdue University

"From Historical GIS to Spatial Humanities: An Overview"
Dr. Bodenhamer's presentation will trace the development of geo-spatial applications in the humanities from historical GIS to the spatial humanities. What contributions have spatial technologies such as Geographic Information Systems (GIS) made to the humanities—and what problems have they raised for humanists and social scientists? This presentation explores how scholars are reaching beyond GIS to more robust, multimodal platforms better suited to the nature of humanities questions. In a new multidisciplinary field, known increasingly as spatial humanities, researchers are moving toward deep mapping, a form of spatial representation that embraces the analytical power of GIS but expands it to include memory, emotion, and immersive experiences that GIS alone cannot accommodate.

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Dr. Bryan Carter (http://ibryancarter.com/#about) (Summer '16)
(Ph.D., University of Missouri, Columbia)
Associate Professor, Africana Studies, University of Arizona, Tucson

Bryan Carter received his Ph.D. at the University of Missouri-Columbia and is currently an Associate Professor in Africana Studies, at the University of Arizona specializing in African American literature of the 20th Century with a primary focus on the Harlem Renaissance. His research also focuses on Digital Humanities/Africana Studies . He has published numerous articles on his doctoral project, Virtual Harlem and has presented it at locations around the world. His research really centers on how the use of traditional and advanced interactive technologies changes the dynamic within the learning space space.

"The Harlem Renaissance and Complex Spatial Relationships"
Dr. Carter's session will explore the complex spatial relationships between individuals and groups during the Harlem Renaissance era. The session will also demonstrate a number of digital tools and provide hands-on instruction for using technology to introduce and teach difficult topics in the classroom. Dr. Carter will also introduce emergent technologies and discuss how these tools may help students express their understanding of sensitive topics.

Dr. Kimberly Ellis (http://drgoddess.com/about/) (Summer '16)
Writer, entertainer, entrepreneur, scholar (of American and Africana Studies), and activist

"The Bombastic Spatial Brilliance of Black Twitter: Black Studies and Black Lives Matter" Dr. Ellis's session will explore the the digital and spatial dimensions of "Black Twitter" and how it has manifested in the era of Barack Obama's presidency to produce a new, expressive, intergenerational phenomenon that embraces intellectual challenges, online activism and the hilarity of Black culture.

Dr. Stephanie Y. Evans (http://www.professorevans.net/bio.html) (Summer '16)
(Ph.D., University of Massachusetts, Amherst)
Professor, Africana Women's Studies, Clark Atlanta University
Dr. Evans is a scholar of African American women and is the project director and founder of the digital project, Swag Diplomacy. *"Connecting Diaspora Narratives: Research and Pedagogical Lessons Learned from Mapping Black Passports and Africana Memoirs"* Dr. Evans's session will outline two digital humanities projects that highlight hundreds of African American memoirs and autobiographies. Both projects explore techniques of mapping technologies, specifically sharing experiences with the Viewshare program developed by Library of Congress. The first project, *Swag Diplomacy*, plots global locations of over 200 African American travel narratives. These stories were featured in *Black Passports: Travel Memoirs as a Tool for Youth Empowerment*. The second project, Africana Memoirs, maps data from an online library of over 500 women's memoirs from the African diaspora. This site shows rich possibilities of massaging data sets to produce information for different foci. Participants in this workshop will discuss how to broaden research about Black life stories, will share techniques about mapping data in creative ways, and will learn how digital resources can enhance pedagogical practices (from service-learning to study abroad).
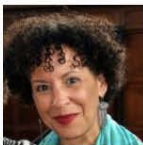
Dr. P. Gabrielle Foreman (http://www.english.udel.edu/people/Pages/bio.aspx?i=48) (Summer '16)
(Ph.D., University of California, Berkeley)
Ned B. Allen Professor of English, Professor of History and Black Studies Faculty Director, the Colored Conventions Project, University of Delaware.

P. Gabrielle Foreman is a teacher and scholar of African American studies and nineteenth-century literary history who is hard at work on her current monograph, *The Art of DisMemory: Historicizing Slavery in Poetry, Performance and Material Culture* which fleshes out the relationship between skeletal and buried histories, the politics of memory and recovery, and the ephemerality that constitutes the Black archive and performance. As a human dedicated to community partnerships and research collaboration across disciplines and institutions, she co-founded Action for Social Change and Youth Empowerment, AScHAYE, which placed young people on the boards of social change organizations. She has co-

edited the Penguin edition of Harriet Wilson's *Our Nig*, and created performance pieces based on her research with poets, choreographers and composers. She is the faculty director of the Colored Conventions Project (**ColoredConventions.org (http://www.coloredconventions.org)**). Founded in her graduate class in 2012, its working group now includes more than 20 graduate student leaders, undergraduate researchers, and library professionals. Through its national teaching partners, more than 1,200 students across the country have engaged in original research based on the CCP curriculum. The papers presented at the first (ever) symposium on the Colored Conventions, hosted in 2014, will appear in the volume *Colored Conventions in the Nineteenth Century and the Digital Age*, which she is co-editing with Sarah Patterson and Jim Casey, project co-founders and CCP's co-coordinators. Gabrielle is the Ned B. Allen Professor of English with appointments in History and Black Studies at the University of Delaware. *"Restoring the Social Justice Narrative to the Colored Conventions Movement"* Dr. Forman's session will introduce questions, concepts and outcomes central to its online restoration of the Colored Conventions Movement, 1830-1900. Working with literature and data connected to this understudied phenomenon in Black political organizing, the project discusses the ways its interdisciplinary team produces narrative-centric exhibits and interactive spatial visualizations for multiple learning communities. This session will especially chart CCP's interest in tackling key questions on its journey to creating DH content for those interested in social justice pedagogies and collaborative knowledge production.

Dr. Kim Gallon (https://www.cla.purdue.edu/history/directory/?p=Kim_Gallon) (Summer '16 & Spring '17)
(https://www.cla.purdue.edu/history/directory/?p=Kim_Gallon) Assistant Professor of History, Purdue University.

Dr. Gallon is a project director for two digital humanities projects: Black Press Research Collective and the Black Press Born-Digital project.Dr. Gallon will co-coordinate and oversee the Institute at Purdue with co-director, Dr. Angel David Nieves along with asking participants to critically consider and discuss the implications of spatial humanities for recovering Black people's humanity in Africa and the African diaspora.

Dr. Amy Hillier (https://www.design.upenn.edu/city-regional-planning/graduate/people/amy-hillier) (Summer '16)
(Ph.D., University of Pennsylvania)
Associate Professor and Faculty Co-Director, Cartographic Modeling Lab, University of Pennsylvania

Dr. Hillier is a geospatial technology expert. *"The Ward: The Spatial Humanization of the Philadelphia Negro's Seventh Ward"* Dr. Hillier's session will focus on the integration of digital technology, including GIS mapping, in *The Ward: Race and Class in Du Bois' Seventh Ward* A ten-year-old digital humanities project, *The Ward* seeks to continue the unfinished business W.E.B. Du Bois started with his 1899 book, *The Philadelphia Negro*, of promoting the full humanity of all people. Dr. Hillier will describe challenges relating to data collection, integration, and mapping, project funding and sustainability, as well as the broader goals of engaging high school youth and others in a dialog about race and racism today. While the focus of the session will be on the historical dimensions of the project, Dr. Hillier will also discuss her utilization of GIS mapping and spatial analysis for contemporary public health projects relating to access to healthful food, "food deserts," and exposure to outdoor advertising. Together, these projects illustrate how digital technology can link issues of race and space in the past and present.

Dr. Ningning Nicole Kong (https://www.lib.purdue.edu/people/kongn) (Summer '16)
(Ph.D., Pennsylvania State University)
Assistant Professor and GIS Librarian, Purdue University

Dr. Kong is a geospatial technology expert.Dr. Kong will work with the Institute to apply spatial thinking skills and geospatial technology in African American study. She will lecture and design hands-on activities for the participants to learn about the concept of spatial information and how it can be applied in their study areas.

Dr. Scott Nesbit (http://www.ced.uga.edu/staff-members/scott-nesbit/) (Summer '16 & Spring '17) (Ph.D., University of Virginia)
Assistant Professor of Digital Humanities, University of Georgia's College of Environment and Design

Dr. Nesbit is a scholar of digital humanities and historian of spaces of the American South. *"Charting the Spatial Relationships Between the Study of American Slavery and Digital History"* Dr. Nesbit's session will explore the symbiotic relationship between the study of American slavery and the emergence of digital history. It will explore the trajectories and affordances of six projects: the *Trans-Atlantic Slave Trade Database*, the *DocSouth North American Slave Narratives Collection*, the *Valley of the Shadow*, *Visualizing Emancipation*, and *American Panorama: The Forced Migration of Enslaved People*. The session will especially ask about the aims and development of these digital history projects with an eye toward learning from their successes and challenges.

Dr. Angel David Nieves (http://www.angeldavidnieves.com/) (Summer '16 & Spring '17) (http://www.angeldavidnieves.com/)Associate Professor of Africana Studies and Digital Humanities, Hamilton College.

Dr. Nieves co-directs Hamilton's Digital Humanities Initiative and is the digital project leader for Soweto Historical GIS Project (SHGIS), among other projects on the spatial history of South Africa's former all-Black townships.

Dr. Nieves is working to develop a draft proposal of the book and online digital publication resulting from the Institute. Dr. Nieves will oversee the follow-up workshop/meeting at Hamilton College in Spring 2017.

Dr. Kenton Rambsy (https://www.uta.edu/profiles/kenton%20-rambsy) (Summer '16) (https://www.uta.edu/profiles/kenton%20-rambsy)Assistant Professor of English; University Texas-Arlington

"Locating Southern Geographical Landscapes via Text Mining in Zora Neale Hurston and Richard Wright's Short Fiction"

Dr. Rambsy's session will emphasize the opportunities of utilizing digital tools to quantify the many data points that comprise the elements of southern geography in Zora Neale Hurston's and Richard Wright's short fiction—an important feature of their overall works. He will highlight the benefits of utilizing text-mining in African American literary studies and how digital tools can aid the identification of notable trends and distinct features among black writers by region, and historical period.
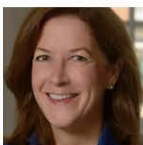
Dr. Hollis Robbins (http://krieger.jhu.edu/africana/directory/hollis-robbins/) (Summer '16) (http://krieger.jhu.edu/africana/directory/hollis-robbins/)Director, Center for Africana Studies, Johns Hopkins University, Chair, Humanities Dept., Peabody Institute

Dr. Robbins will discuss with Institute participants the prospect of engagement with space- and place-based data visualizations simultaneously with traditional research formats. Drawing on new discoveries of poetry in periodicals from the *Black Periodical Literature Project* and on new research on Hannah Crafts's *The Bondwoman's Narrative*, she will discuss how thinking spatially during the research process can shape the telling of history (including literary history) and create new landscapes for spatial humanities. She will pose questions regarding the spatial and temporal influence of Nat Turner's rebellion, mapped onto fictionalized geographies of Crafts's slave narrative. She will also ask participants to consider spatial limits in the *Periodical Literature Archive*, posing questions about the utility of particular poetic forms that fit, spatially.

Dr. Amanda Visconti (https://www.lib.purdue.edu/people/aviscont) (Summer '16)
(https://www.lib.purdue.edu/people/aviscont) Assistant Professor & Digital Humanities Specialist,
Purdue University

Dr. Visconti will assist participants in the scholarly technical aspects of building a digital humanities
project. Possible topics for consultation include getting started learning specific technologies, web
design and development, usability and user testing, and social media outreach and documentation.
She also has particular experience in digital dissertations (e.g. determining scope, getting permission, evaluating a non-traditional
dissertation) and multimodal publication. She will be available to mentor participants and answer questions during breakout
times, and can also lead group discussions to help participants reflect and gain feedback on their developing research designs.

Support Staff

African American Studies Research Center and History dept. staff and undergraduate student assistants from Purdue and
Hamilton will work in this capacity

Initial Report

NEH Summer Institute Background Survey
June 8th 2016, 9:32 am EDT

Q4 - What is your disciplinary area of study? (eg. English, History, Sociology, etc.)

What is your disciplinary area of study? (eg. English, History, Sociology,...
Society and Environment
Sociology
History
English
History
History
American Studies
Library Science
Africology and African American Studies
Women's and Gender Studies
Interdisciplinary--rhetoric and new media

Q6 - What is the title of your Ph.D. degree? (eg. Ph.D. in American Studies; Ph.D. in African American Studies; Ph.D. in English; etc.)

What is the title of your Ph.D. degree? (eg. Ph.D. in American Studies; Ph....
Environmental Science, Policy and Management
Sociology
Ph.D. in History
Ph.D. in Comparative Literature
American History
Ph.D. in U.S. & South African history
American Studies
Ph.D. in Information Science and Learning Teachnologies
Africology and African American Studies
Ph.D. in Women's and Gender Studies
Communication, Rhetoric, and Digital Media

Q8 - How do you define spatial humanities? (Please provide your own working definition)

How do you define spatial humanities? (Please provide your own working defi...
Human societal, political, and cultural productions of space.
Not yet able to define this.
Using spatial analysis tools from various disciplines to approach humanities questions
Thinking about the context of human action in space and the impact of space on human action.
Spatial humanities seek to explain the lived experience of human beings in a spatial context.
The spatial humanities use a variety of digital tools and platforms to create virtual, interactive environments based on existing archives and interdisciplinary scholarship.
I think of the spatial humanities as a focused and critical attention to matters of space and place within the humanities.
The use of information technology tools in studying, analyzing, and visualizing humanities issues through the concept of space and time.
an intellectual engagement of how more equitable and just human potentiality may be theorized, ruptured, made, and remade by people across time, place, and other markers of interaction that are often geographic, but not exclusively so.
I define spatial humanities as a field that looks at how space is navigated and produced through human interactions.
Spatial humanities can be a powerful tool to tell complex, multi-perspective stories over space and time. I'm particularly interesting in using it to layer history beneath moments of contemporary tension around space and power.

Q11 - Please indicate the extent to which you agree or disagree with the following statements about your geospatial knowledge and skills.

Legend:
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
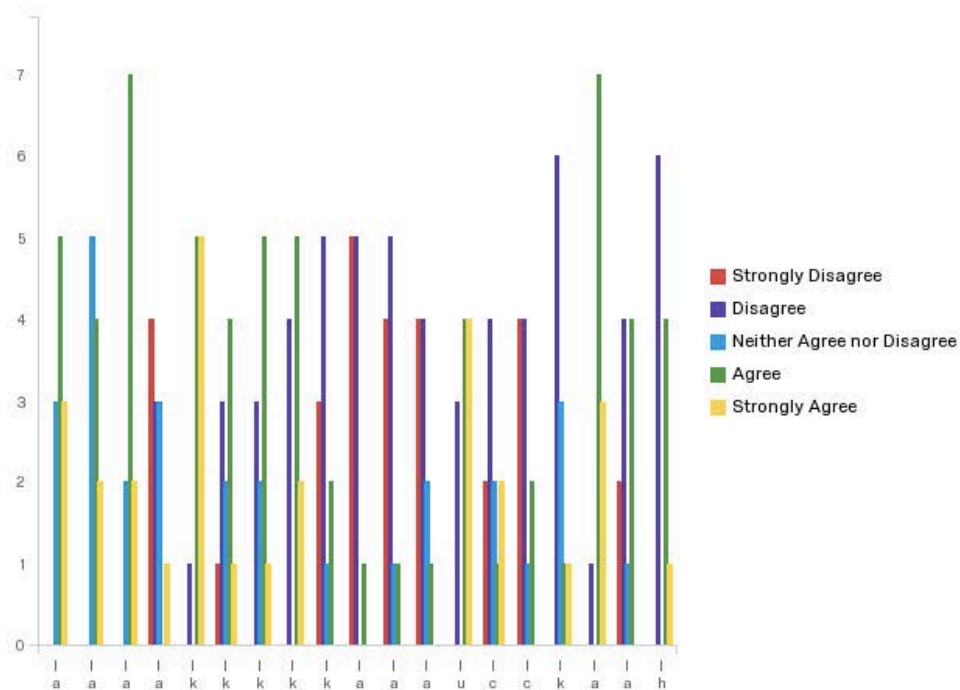
Question	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		Total
I am confident measuring geographic	0.00%	0	0.00%	0	27.27%	3	45.45%	5	27.27%	3	11

distances on pre-existing maps.									
I am confident identifying patterns and clusters in pre-existing maps.	0.00%	0	0.00%	0	45.45%	5	36.36%	4	18.18%	2	11
I am confident analyzing geographic relationships in pre-existing maps.	0.00%	0	0.00%	0	18.18%	2	63.64%	7	18.18%	2	11
I am comfortable using GIS software/ technologies to create maps.	36.36%	4	27.27%	3	27.27%	3	0.00%	0	9.09%	1	11
I know how spatial information can help in my study.	0.00%	0	9.09%	1	0.00%	0	45.45%	5	45.45%	5	11

	%	n	%	n	%	n	%	n	%	n	Total
I know how to use spatial information in my study.	9.09%	1	27.27%	3	18.18%	2	36.36%	4	9.09%	1	11
I know where and how to collect spatial data for my study.	0.00%	0	27.27%	3	18.18%	2	45.45%	5	9.09%	1	11
I know how GIS technology can help in my research.	0.00%	0	36.36%	4	0.00%	0	45.45%	5	18.18%	2	11
I know how to use GIS technology for my research.	27.27%	3	45.45%	5	9.09%	1	18.18%	2	0.00%	0	11
I am confident measuring geographic distances using GIS.	45.45%	5	45.45%	5	0.00%	0	9.09%	1	0.00%	0	11
I am confident identifying	36.36%	4	45.45%	5	9.09%	1	9.09%	1	0.00%	0	11

patterns and clusters using GIS.										
I am confident analyzing geographic relationships using GIS.	36.36%	4	36.36%	4	18.18%	2	9.09%	1	0.00%	0	11
I use pre-existing maps in my current research.	0.00%	0	27.27%	3	0.00%	0	36.36%	4	36.36%	4	11
I create my own maps by hand to use in my research.	18.18%	2	36.36%	4	18.18%	2	9.09%	1	18.18%	2	11
I create my own maps using geospatial technologies like ArcGIS to use in my...	36.36%	4	36.36%	4	9.09%	1	18.18%	2	0.00%	0	11
I know the	0.00%	0	54.55%	6	27.27%	3	9.09%	1	9.09%	1	11

limitation of GIS in my research.									
I am confident to use Excel Spread sheet.	0.00%	0	9.09%	1	0.00%	0	63.64%	7	27.27%	3	11
I am confident to use database for data management, such as Access.	18.18%	2	36.36%	4	9.09%	1	36.36%	4	0.00%	0	11
I have some statistics background.	0.00%	0	54.55%	6	0.00%	0	36.36%	4	9.09%	1	11

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom Box	Top Box
I am confident measuring geographic distances on pre-existing maps.	3.00	5.00	4.00	0.74	0.55	11	27.27%	100.00%
I am confident identifying patterns and	3.00	5.00	3.73	0.75	0.56	11	45.45%	100.00%

clusters in pre-existing maps.							
I am confident analyzing geographic relationships in pre-existing maps.	3.00	5.00	4.00	0.60	0.36	11	18.18%	100.00%
I am comfortable using GIS software/technologies to create maps.	1.00	5.00	2.18	1.19	1.42	11	90.91%	36.36%
I know how spatial information can help in my study.	2.00	5.00	4.27	0.86	0.74	11	9.09%	90.91%
I know how to use spatial information in my study.	1.00	5.00	3.09	1.16	1.36	11	54.55%	63.64%
I know where and how to collect spatial data for my study.	2.00	5.00	3.36	0.98	0.96	11	45.45%	72.73%
I know how GIS technology can help in my research.	2.00	5.00	3.45	1.16	1.34	11	36.36%	63.64%
I know how to use GIS technolog	1.00	4.00	2.18	1.03	1.06	11	81.82%	27.27%

y for my research.							
I am confident measuring geographic distances using GIS.	1.00	4.00	1.73	0.86	0.74	11	90.91%	9.09%
I am confident identifying patterns and clusters using GIS.	1.00	4.00	1.91	0.90	0.81	11	90.91%	18.18%
I am confident analyzing geographic relationships using GIS.	1.00	4.00	2.00	0.95	0.91	11	90.91%	27.27%
I use pre-existing maps in my current research.	2.00	5.00	3.82	1.19	1.42	11	27.27%	72.73%
I create my own maps by hand to use in my research.	1.00	5.00	2.73	1.35	1.83	11	72.73%	45.45%
I create my own maps using geospatial technologies like ArcGIS to use in my...	1.00	4.00	2.09	1.08	1.17	11	81.82%	27.27%
I know the limitation of GIS in my research.	2.00	5.00	2.73	0.96	0.93	11	81.82%	45.45%

I am confident to use Excel Spreadsheet.	2.00	5.00	4.09	0.79	0.63	11	9.09%	90.91%
I am confident to use database for data management, such as Access.	1.00	4.00	2.64	1.15	1.32	11	63.64%	45.45%
I have some statistics background.	2.00	5.00	3.00	1.13	1.27	11	54.55%	45.45%

Q13 - Do you have specific topics you want to learn from this institute?

Do you have specific topics you want to learn from this institute?
Mapping possibilities and programs
Yes; 3d Virtual reconstructions
Creating maps in GIS, where to find remote sensing data
I want to learn about data visualization in GIS AND how to use digital humanities to teach American History.
Immersive VR, Unity 3D, and gamification principles on these platforms.
Perhaps an introduction to participatory mapping, how to teach in the spatial humanities or with mapping and social media tools
Analysis of spatial and temporal data and how these two types of data can be mapped and visualized.
Black Studies/Africana Studies methodologies around mapping. The theoretical tensions within the discipline around our use of the digital. Another program for map making beyond Google Fusion Tables. Perhaps a bit more on coding, not a lot, just some. But really, I want to focus on enhancing my knowledge for how to utilize spatial research methodologies for the imperatives and objectives required of Africana Studies scholars.
I am interested in learning more about methodologies for answering spatial research questions and the range of spatial humanities technologies that exist. Along these lines, I want to learn how to identify which spatial methodologies and theoretical frameworks might be most useful for my project. I am also interested in the possibilities of different types/processes of mapping. And finally, I am interested in learning about issues of professionalization around DH.
More GIS tech skills, more grounding in gentrification history/urban studies

Q11 - What kind of data do you usually use in your research? e.g. Census, field collection, archival collection, etc.

What kind of data do you usually use in your research? e.g. Census, field c...
Census and archival
archival collection
archival and oral-historical
archival collections
I use census data, archival collections, government documents, and oral histories.
Census, field, archive, oral, agricultural forecasts, industrial reports, business directories, asset value models
Ethnographic and archival
Archival collection
Field Collection, Archival, and Content Analysis from Monographs
videos and photos (created using social media apps)
Census, big data batches of tweets/metadeta, archival and contemporary maps, building permits

Q10 - How can GIS be used in your research project or improve your professional skills?

How can GIS be used in your research project or improve your professional s...
It will allow me to reveal environmental justice concerns
to illustrate spatial development of slave confinement and methods of control
Not sure but want training to open possibilities.
It can show demographic changes over time; it also can help me create conceptual maps of the community I am researching.
My existing maps and charts would become more informative and engaging to wider audiences.
GIS is a transferable skill that could be used to pursue an alt ac career in planning and urban design
I will be happy if I can know the appropriate tool to use in my DH project because I have data where some places are not precise and there are no geocode are available to identify some of the places.
In my project, GIS will best be useful in the analysis of data and its visualization
I can use GIS to articulate narratives of place and memory making in different places for my population of interest.
One of the things I'm interested in is looking at potential connections between geographic location and social media content, so I think that GIS can be used in my project to help map these relationships between what people post on social media and where they are located geographically. I know this is a broad description, but I think that looking at this relationship broadly will give me more direction for how to shape my methodology for my work with Black girls' digital media content.
I'd like to consider asking more spatially oriented research questions and also how it might allow me to layer quantitative and qualitative data to tell an ever-changing, perhaps participatory, story about place and identity, space and power.

Q14 - Are you familiar with the following file format? Please check all the applicable items.

Answer	%	Count
.zip file	88.89%	8
.kml file	33.33%	3
shape file	33.33%	3

Q12 - Is there anything else you want the instructor to know?

Is there anything else you want the instructor to know?
I'm hope to use the information learned in academia and in community engagement
no
I need ways to show both "structure and subjectivity." I want to show how and why change happens. Demographic change is intrinsically tied to social ideology--it will propel my teaching and research to the next level if I can show both.
How can social media serve the collaborative goals of the various GIS tools?
No
Can we get a hand-on experience on actual manipulation of spatial and temporal data and how we can go about visualizing it.
Thank you for the opportunity.
I am in the beginning stages of developing my dissertation proposal, so I would really like to use this opportunity to begin (better) articulating the spatial components of my research questions.

Q13 - Did you use any of the following tools before? Please check all the applicable items.

Answer	%	Count
Google Map	100.00%	11
Google Earth	72.73%	8
Bing Map	18.18%	2
MapQuest	81.82%	9
Open Street Map	9.09%	1
ArcGIS Desktop software	27.27%	3
ArcGIS Online	27.27%	3
CartoDB	9.09%	1
Tableau	0.00%	0
Neatline	9.09%	1
Excel	90.91%	10
Access	36.36%	4

Q15 - Will you bring a laptop with you?

Answer	%	Count
Yes	90.91%	10
No	9.09%	1
Total	100%	11

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom Box	Top Box
Will you bring a laptop with you?	1.00	2.00	1.09	0.29	0.08	11	100.00%	100.00%

Q12 - Have you previously attended a GIS training or workshop? Yes No(If Yes, what topics were covered in the trainings you attended?)

Have you previously attended a GIS training or workshop? Yes No(If Yes, wha...
No
No
Yes, a few one day trainings that covered what arcGIS is
No.
I took an introductory class in grad school on GIS. We focused on census data and tme visualization.
No.
No
YES, I have attended one GIS workshop and it was on textual analysis/text mining
CHAT Digital Humanities Program at Temple. Introduction to GIS, but specifically delved deeper into Mapbox, Neatline, and Google Fusion Tables for making maps.
No
No

Mapping Hashtag agrarian blackness geopolitical Africa digital Digital Space studies E-black ICAN'TBreathe urbanization migration Left Twitter Colonialism Africana Trade African Black Segregation Color Slave SayHerName apartheid Studies black visualization Apartheid Diaspora code Facebook networks Race space humanities mobility gPlace geospatial Passage Middle transnational life labor rural BlackLivesMatter mapping place Geospatial H-Afro-Net American segregation

Quick Schedule
Institute, Purdue University, 6-24 June 2016

Overview

For the first week the Purdue sessions will be organized with lecture and discussion in the morning, followed by breakout sessions facilitated by one or two of the Institute's visiting faculty.

During the second week participants will learn about the many diverse practices and implementation of the spatial humanities including concepts, theories and methods discussed during the first week.

In the third week Institute participants work closely with visiting faculty to develop their individual project proposals based on their research interests.

Week 1: The Spatial Humanities: Understanding Space and Place in the Humanities

Day 1, Monday, June 6th
"Africana/Black Studies and the 'Digital Turn'" – Beering Hall - TBD

Time	Session
9:00am -10:00am	Introductory Remarks and Housekeeping – Drs. Kim Gallon (Purdue) & Angel David Nieves (Hamilton)
10:00am - 11:00am	""What Counts as DH?"" – Lead Presenter/Facilitator: Dr. Moya Bailey (Northeastern)
11:00am - 11:15am	Participants Break
11:15am - 12:15pm	"The Bombastic Spatial Brilliance of Black Twitter: Black Studies and Black Lives Matter" – Lead Presenter/Facilitator: Dr. Kimberly Ellis (Northeastern)
12:15pm - 12:30 pm	Participants Break
12:15pm - 2:00pm	Catered Lunch (courtesy of the African American Studies and Research Center, Purdue)
12:30pm - 1:45pm	"Black Counter-Cartographies in the Long Nineteenth Century" – Keynote Speaker: Dr. Judith Madera
2:00pm - 3:30pm	"From Historical GIS to Spatial Humanities: An Overview" Lead Presenters/Facilitator: Dr. David Bodenhamer (IUPUI)
3:30pm - 3:45pm	Participants Break
3:45pm - 5:00pm	Breakout Session on "From Historical GIS to Spatial Humanities"
5:00pm - 6:00pm	Consultations with Speakers

Day 2, Tuesday, June 7th
"Systems of Spatial Control in the African Diaspora" – Beering Hall 1245

Time	Session
9:00am-9:30am	Housekeeping and Review – Drs. Kim Gallon (Purdue) & Angel David Nieves (Hamilton)
9:30am-10:30am	"Charting the Spatial Relationships Between the Study of American Slavery and Digital History" Lead Presenter/Facilitator: Dr. Scott Nesbit (UGeorgia)
10:30am-10:45am	Participants Break
10:45am-12:00pm	Breakout Session on "Charting the Spatial Relationships Between the Study of American Slavery and Digital History"
12:00pm-1:00pm	Catered Lunch
1:00pm-2:00pm	""The Harlem Renaissance and Complex Spatial Relationships"" – Lead Presenter/Facilitator: Dr. Bryan Carter (Arizona)
2:00pm-2:15pm	Participants Break
2:15pm-4:00pm	Breakout Session on "The Harlem Renaissance and Complex Spatial Relationships"
4:00pm-5:30pm	Consultations with Speakers

Day 3, Wednesday, June 8th
"Geographies of Space & Place: Site Specific Forms of Control" – Beering Hall 1245

9:00am-9:30am	Housekeeping and Review – Drs. Kim Gallon (Purdue) & Angel David Nieves (Hamilton)
9:30am-10:30am	"Apartheid" – Lead Presenter/Facilitator: Dr. Angel David Nieves (Hamilton)
10:30am-10:45am	Participants Break
10:45am-12:00pm	Breakout Session on "Apartheid"
12:00pm-1:00pm	Lunch on your own
1:00pm-2:00pm	"The Ward: The Spatial Humanization of the Philadelphia Negro's Seventh Ward. " – Lead Presenter/Facilitator: Dr. Amy Hillier (UPenn)
2:00pm-2:15pm	Participants Break
2:15pm-4:00pm	Breakout Session on "The Ward"
4:00pm-5:30pm	Consultations with Speakers

Day 4, Thursday, June 9th Title
TBD – Beering Hall 1245

9:00am-9:30am	Housekeeping and Review – Drs. Kim Gallon (Purdue) & Angel David Nieves (Hamilton)
9:30am-10:30am	"Locating Southern Geographical Landscapes via Text Mining in Zora Neale Hurston and Richard Wright's Short Fiction" – Lead Presenter/Facilitator: Dr. Kenton Ramsby (UT-Arling-ton)
10:30am-10:45am	Participants Break
10:45am-12:00pm	Breakout Session on "Locating Southern Geographical Landscapes"
12:00pm-1:00pm	Catered Lunch
1:00pm-2:00pm	"Some of this Good Earth that We Can Call Our Own:" Malcolm X, the Nation of Islam, and the Quest for Rural Lands and Urban Spaces"" – Lead Presenter/Facilitator: Dr. Zaheer Ali
2:00pm-2:15pm	Participants Break
2:15pm-4:00pm	Breakout Session on "Some of this Good Earth that We Can Call Our Own:"
4:00pm-5:00pm	Consultations with Speakers

Day 5, Friday, June 10th
Title TBD – Beering Hall 1245

9:00am-9:30am	Housekeeping and Review – Drs. Kim Gallon (Purdue) & Angel David Nieves (Hamilton)
9:30am-10:30am	""Connecting Diaspora Narratives: Research and Pedagogical Lessons Learned from Mapping Black Passports and Africana Memoirs"" – Lead Presenter/Facilitator: Drs. Stephanie Y. Evans (Clark Atlanta)
10:30am-10:45am	Participants Break
10:45am-12:00pm	Breakout Session on ""Connecting Diaspora Narratives"
12:00pm-1:00pm	Lunch on your own
1:00pm-4:00pm	"Africana Studies Spatial Humanities Projects Panel" – Lead Presenter/Facilitator: Dr. Kim Gallon (Purdue); Panelists include: Dr. Zaheer Ali; , Swag Diplomacy; Dr. Bryan Carter (Ari-zona), Digital Harlem; Dr. Stephanie Y. Evans (Clark Atlanta); Dr. Gabrielle Forman (U. Delaware), Colored Conventions; Dr. Scott Nesbit (Georgia), Visualizing Emancipation

Week 2: Digital Applications & Research Methods in Spatial Humanities: Moving From Theory to "Making"

Day 6, Monday, June 13th
"Technologies in the Spatial Humanities" – SteelCase LearnLab

9:00am-12:00pm	"Introduction to Spatial Humanities Technologies" – Lead Presenter/Facilitator: Nicole Kong (Purdue)
12:00pm-1:00pm	Lunch on your own
1:00pm-5:00pm	Group Breakout Sessions – "Research Topics in Spatial Humanities"

Day 7, Tuesday, June 14th
Title TBD – SteelCase LearnLab

9:00am-12:00pm	"Spatial Information/Data in African American Studies" – Lead Presenter/Facilitator: Nicole Kong (Purdue)
12:00pm-1:00pm	Catered Lunch & 3Minute Thesis Presentations (Twelve Participants)
1:00pm-5:00pm	Group Breakout Sessions – "Collecting Spatial Information"

Day 8, Wednesday, June 15th
"Identifying & Collecting Data for Spatial Humanities" – SteelCase LearnLab

9:00am-12:00pm	"Data sources for Spatial Humanities" – Lead Presenter/Facilitator: Nicole Kong (Purdue)
12:00pm-1:00pm	Lunch on your own.
1:00pm-5:00pm	Group Breakout Sessions: "GIS Software"

Day 9, Thursday, June 16th
"Cartography in the Spatial Humanities" – SteelCase LearnLab

9:00am-12:00pm	"Cartography and Visualization Possibilities" – Lead Presenter/Facilitator: Nicole Kong (Purdue)
12:00pm-1:00pm	Catered Lunch & 3Minute Thesis Presentations (Twelve Participants)
1:00pm-5:00pm	Group Breakout Sessions: "GIS Software"

Day 10, Friday, June 17th
Title TBD – SteelCase LearnLab

9:00am-12:00pm	"Spatial data manipulation and query" – Lead Presenter/Facilitator: Nicole Kong (Purdue)
12:00pm-1:00pm	Lunch on your own.
1:00pm-5:00pm	Group Breakout Sessions: "Spatial Data: Metadata, Curation and Publication"

Week 3: Individual Project Development in the Spatial Humanities

Ten participants will each be paired with a faculty advisor or librarian who will spend the morning reviewing and assessing the scope and methods of their proposed spatial humanities project. During this time, the other ten participants will be working individually.

Day 11, Monday, June 21st
"Working Sessions" – SteelCase LearnLab

9:00am-10:30am	Twelve-participants
10:30am-12:00pm	Twelve-participants
12:00pm-1:00pm	Lunch on your own.
1:00pm-5:00pm	Individual Projects

Day 12, Tuesday, June 22nd
"Working Sessions" – SteelCase LearnLab

9:00am-10:30am	Twelve-participants
10:30am-12:00pm	Twelve-participants
12:00pm-1:00pm	Catered Lunch
1:00pm-5:00pm	Individual Projects

Day 13, Wednesday, June 23rd
"Working Sessions" – SteelCase LearnLab

9:00am-10:30am	Twelve-participants
10:30am-12:00pm	Twelve-participants
12:00pm-1:00pm	Lunch on your own.
1:00pm-5:00pm	Individual Projects

Day 14, Thursday, June 24th
"Working Sessions" – SteelCase LearnLab

9:00am-10:30am	Twelve-participants
10:30am-12:00pm	Twelve-participants
12:00pm-1:00pm	Catered Lunch
1:00pm-5:00pm	Individual Projects

Day 15, Friday, June 25th
"Public Presentations" – SteelCase LearnLab

9:00am-12:00pm	Lightening rounds
12:00pm-1:00pm	Catered Lunch (courtesy of the Purdue University Libraries)
1:00pm-4:00pm	Lightening rounds
4:00pm-5:00pm	Institute Evaluations (Purdue Institute)

Appendix 2

NEH ODH Institute Follow-Up Workshop 2017

Friday, April 21
12:00pm-5:00pm – Arrivals from SYR
5:30pm -- Reception
6:30pm-7:30pm -- Dean's Welcome; Opening Keynote; Dinner

Saturday, April 22
9:00am -- Opening Remarks (continental breakfast)
9:30am--12:00pm -- Institute Participant Presentations (7 before lunch) 12:00pm-12:15pm – Break
12:15pm-1:00pm – Catered Lunch
1:15pm-3:15pm -- Institute Participant Presentations (6)
3:15pm-3:20pm -- Break
3:30pm-5:30pm -- Institute Participant Presentations (6)
5:30pm-6:30pm -- Break
6:30pm-7:30pm -- Working Dinner

Sunday, April 23
9:30am-11:00am – Remaining Institute Participant Presentations
11:00am-12:00pm – Book Project Workshop
12:00pm-12:15pm – Break
12:15pm-1:15pm – Closing Keynote; Lunch

Participants Depart for Home from SYR

Catering Needed:
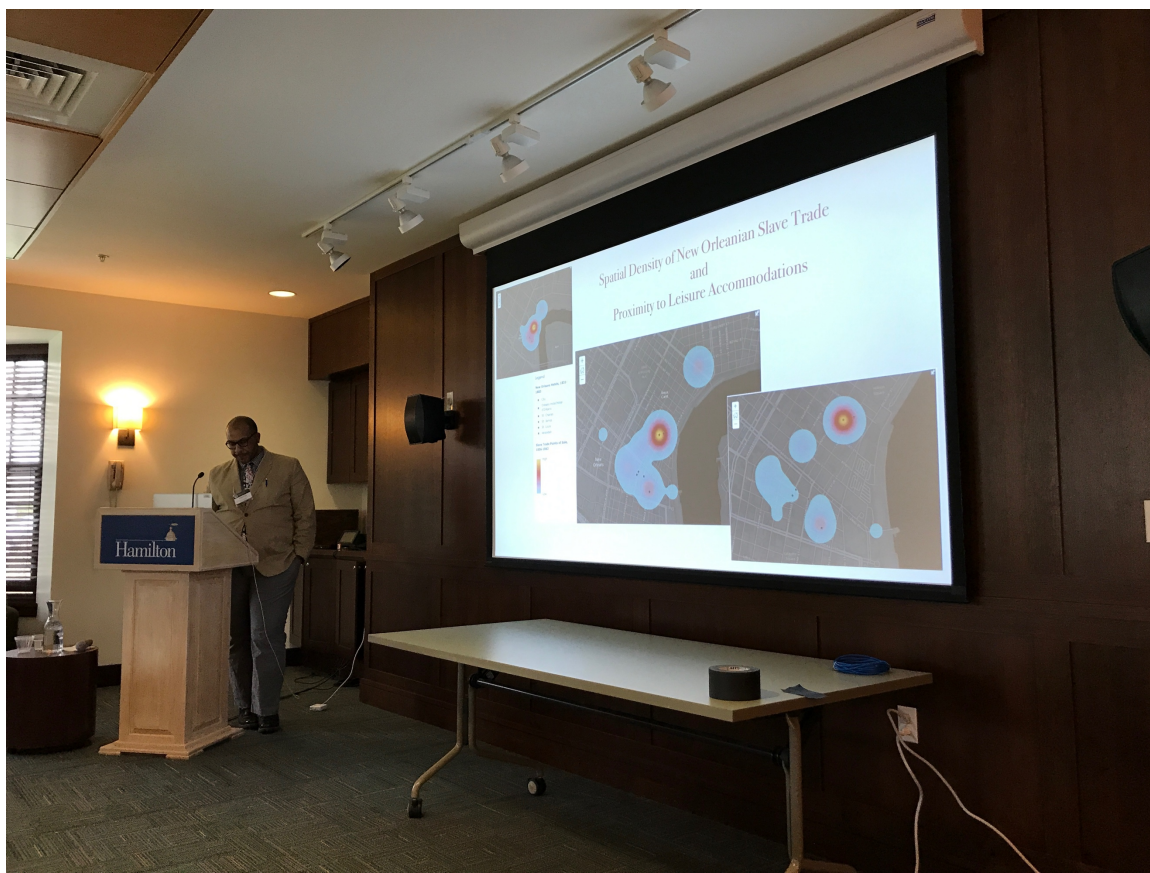1 Reception
1 Break
1 Continental Breakfast
2 Lunches
2 Dinners

Appendix 3

Mapping the Tourized Captive:
Space, Leisure, and Slavery in Antebellum New Orleans

"We hastened down Charles Street, and went into the large but unsymmetrical market-halls on the banks of the river. They were filled with sellers and buyers. Meat, fish, vegetables and fruits were spread on the long tables—peas, and carrots, and tomatoes, and melons, strawberries, pineapples and bananas. Huge plated coffee-kettles, eggs, butter, bread, and mutton-chops invited the early-riser to breakfast. The majority of the sellers and buyers were colored people; but I sought in vain the far-famed beautiful quadroons; they all looked very plain. Always the same broad lips, the prominent eye; the flat forehead. It was only the lighter colors of their skin, and their more glossy hair, which distinguished them from the full negroes."
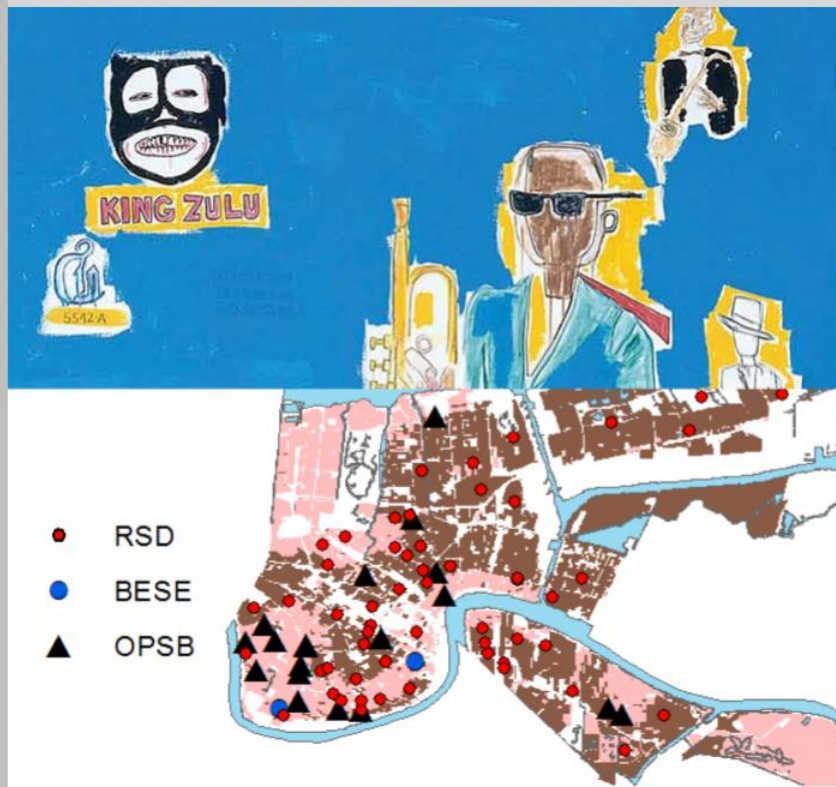
Ferencz Aurelius Pulszky and Theresa Pulszky,
White, Red, Black: Sketches of American Society in the United States (1853)

Figures Clockwise: *St. Charles Hotel, 1834-1851* (engraving); "Seperation [sic] Of Eliza And Her Last Child" from *Twelve Years a Slave* (1853; engraving) with hotel in background; a Map of Historic Public Markets from Nicole Taylor, "The Public Market System of New Orleans" (2005); and *Sunday in New Orleans at the Market* by Alfred Waud (1866; engraving, tinted)

Frederick Charles Staidum, Jr., Ph.D.
Assistant Professor of English and Africana Studies
Muhlenberg College

SPACE & PLACE
IN AFRICANA/BLACK STUDIES
AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE

CHARTER SCHOOLS, BLACK SOCIAL LIFE AND THE REFUSAL OF
DEATH IN POST-KATRINA NEW ORLEANS

KING ZULU

5512-A

RSD
BESE
OPSB

Justin Hosbey
PhD Candidate, Cultural
Anthropology
University of Florida

What Can Twitter Reveal about Gentrification?

the big social data on urban change in Raleigh, NC

SPACE & PLACE
IN AFRICANA/BLACK STUDIES
AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE

Desiree Dighton
North Carolina State University
Communication, Rhetoric, and
Digital Media

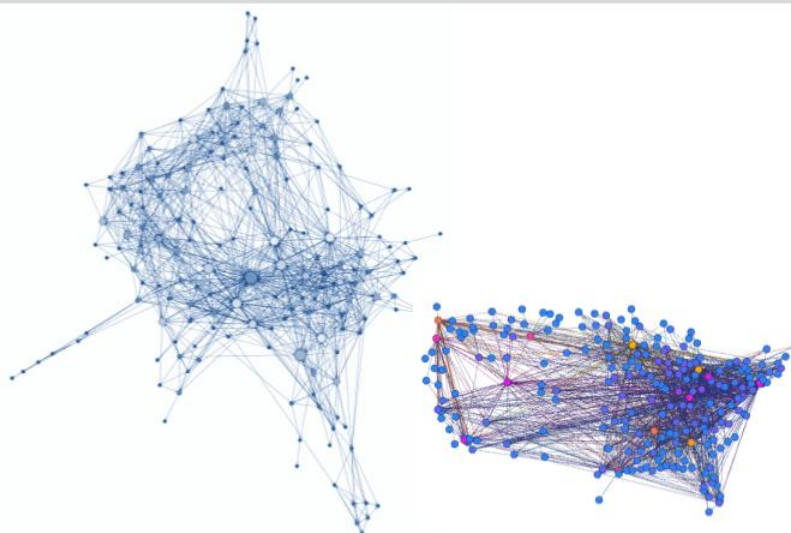|					
1	6.2336	RT @DurhamCompass: #durham, what are the things you talk about when you talk about #gentrification?	2,3,f	x	
2	6.2337	#Durham planned for this #revitalization, so why is it so painful for some longtime residents? https://t.co/XJ9WwmrW4w #gentrification	1,2,f (a, b, c, f, g)	x	
3	5.2404	When you describe Durham, do you use the word "revitalize" or gentrification? Interesting read from the Atlantic. https://t.co/IJNF0wrFP3	1,f (a,b,c,f, g)	x	
4	5.2405	@joeovies Exactly. Using buzzwords to describe gentrification is a little odd. I did a story on Cabrini Green in Chicago & it made me think	3, f		x
5	5.2406	What's up with these white ppl...dancing on beat...getting butts...listening to fetty wap. #gentrification #carmichaelshow	1, g		x
6	5.2408	RT @rodimusprime: Indie Rapper Tarica June Tackles Gentrification in Blistering Track But Anyway - CraveOnline https://t.co/RzNGoDITjX	1, 3 (a,b,g,h)		x
7	5.2409	@Ngozi_ABC11 lets be honest here what's happening in Durham is classic gentrification.	3, f	x	
8	4.3666	RT @essdotX: #AlejandroNieto	Death by #gentrification: the killing that shamed San Francisco https://t.co/bBL5RKKwHm	1,3,b		x
9	4.3667	RT @elizabethcatte: Great Sunday read: how Appalachians fought gentrification in Chicago with Hank Williams: https://t.co/WJrUfWsMiV	1,3, b		x

SPACE & PLACE
IN AFRICANA/BLACK STUDIES

VISUALIZING THE AFROPOLIS

Asha Best
@ashasbest

Rutgers
University-Newark
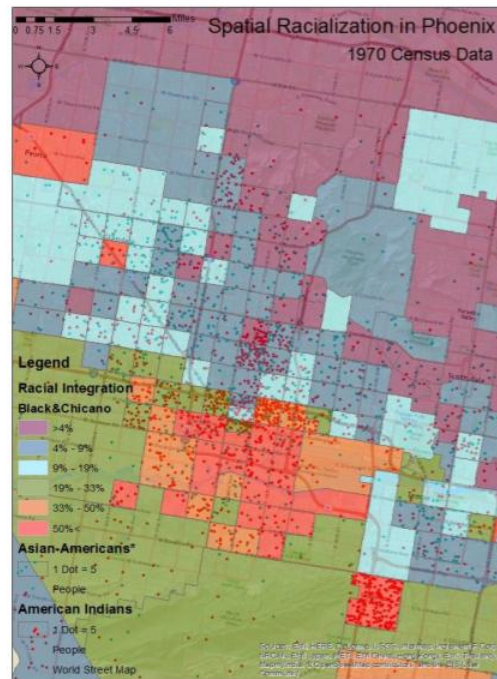
FINDING THE RIGHT TOOLS:
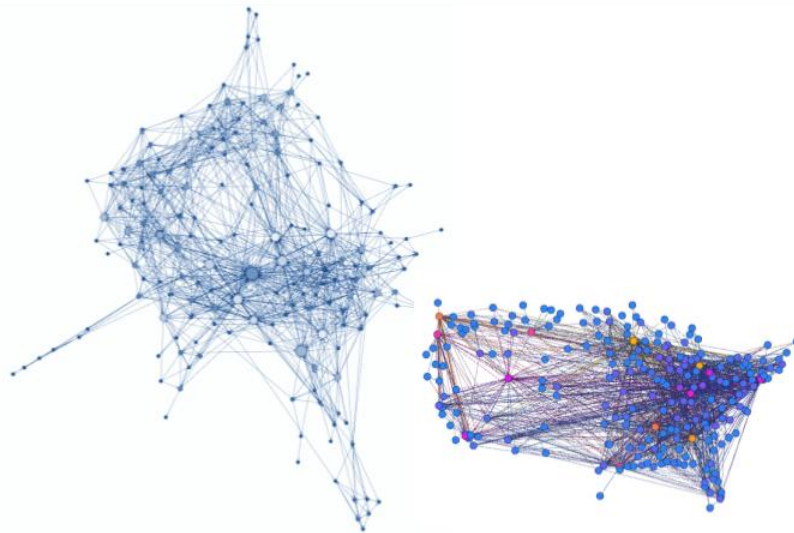GEPHI

Anthony Pratcher, II
University of Pennsylvania

Maricopa County averaged a non-white population of around 20% for most of the 20th Century. The social geography in the Valley of the Sun is racially skewed along infrastructural lines. Spatial racialization informs identity formation via social practices which regulate access to public amenities and infrastructure.

VISUALIZING THE AFROPOLIS

Asha Best
@ashasbest

Rutgers
University-Newark
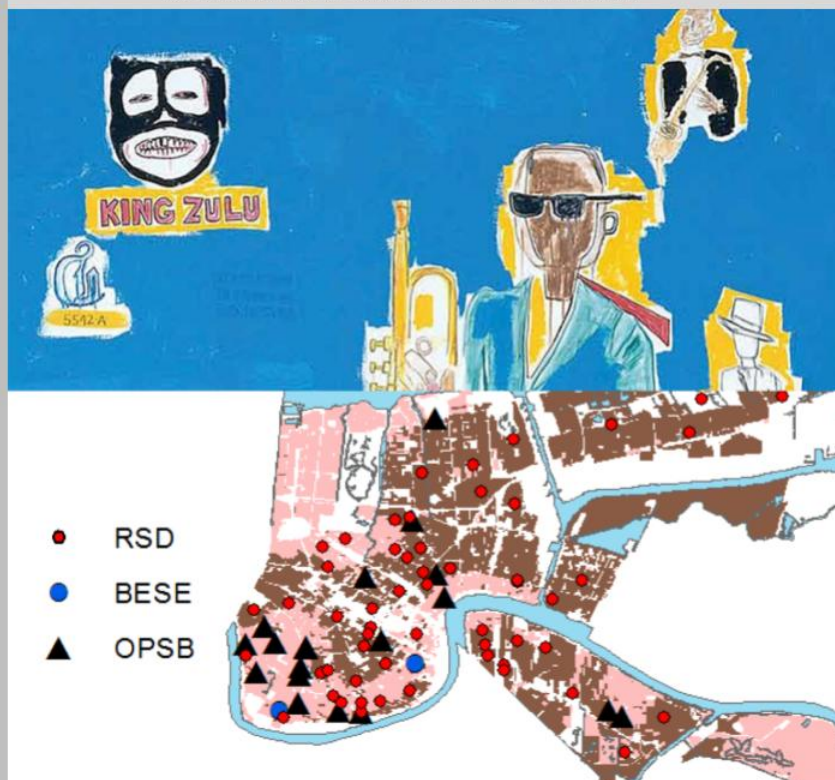
FINDING THE RIGHT TOOLS:
GEPHI

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the big social data on urban change in Raleigh, NC

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Desiree Dighton
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CHARTER SCHOOLS, BLACK SOCIAL LIFE AND THE REFUSAL OF DEATH IN POST-KATRINA NEW ORLEANS

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Justin Hosbey
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Muhlenberg College

SPACE & PLACE
IN AFRICANA/BLACK STUDIES

Space on the Margins: Disrupting the Gentrification Narrative in Washington D.C. 1968-2014

African American authors "use their spatial location to imagine, create, and define new and unproscribed subjectivities. In the process, they assert geographical claims and transgress regulatory boundaries that counter racial exclusion as a practice of power and privilege"
-*Southscapes*, Thadious Davis

Leah Barlow

64
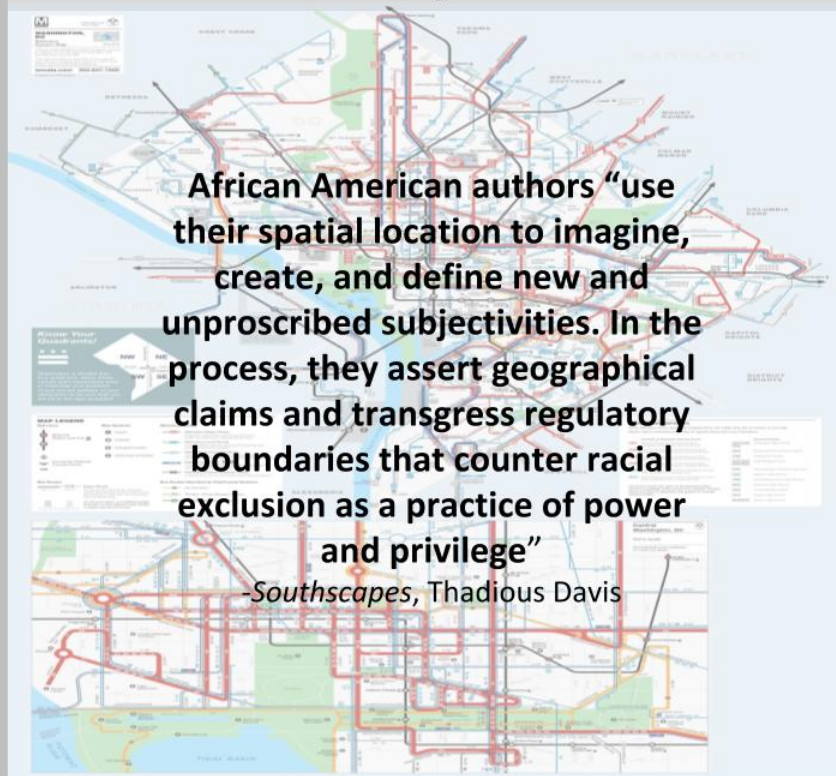
NEH ODH Institute for Advanced Topics in the Digital Humanities (aka 'NEH Black Space')

Purdue University Program Evaluation, 5-24 June 2016

*Required

SPACE & PLACE
IN AFRICANA/BLACK STUDIES
AN INSTITUTE ON SPATIAL HUMANITIES THEORIES, METHODS AND PRACTICE

Institute

Three-week Institute held across various sites on Purdue University's West Lafayette, Indiana campus.

1. Please tell us what your expectations were, of the Institute at Purdue, before you attended? *

2. Did the Institute meet your expectations? If so, how? Please be as specific as possible? *

65

3. **How well was the Institute organized? How might you have done things differently? What recommendations might you have for improving its organization and other future Institutes supported by the NEH ODH?** *

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4. **How were your course materials, the Institute website, and communication before the Institute? Did these materials prepare you for your work at the Institute? What recommendations might you have for improving future Institutes supported by the NEH ODH?** *

---

5. **Did the Institute help you receive training to advance your digital scholarship?** *

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6. **How useful was the exercise involving Octavia Butler's 'Kindred'?**

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7. **What tools, methodologies, or forms of scholarly practice might you like to see if this Institute were offered again?** *

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8. **How might a future Institute be shaped to include pedagogy? ***

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Facilities

Three-week Institute held on Purdue University's West Lafayette, Indiana campus.

9. **How were the housing accommodations at Purdue?**

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_____

10. **What were the benefits of staying on campus?**

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11. **What were some of the challenges of staying on campus**

_____

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_____

_____

12. **What would you have done differently vis-a-vis accommodations, food, etc.? Please provide recommendations for future Institutes supported by the NEH ODH.**

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_____

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_____

			How were your course materials, the Institute website, and communication before the Institute? Did these materials prepare you for your work at the Institute? What recommendations might you have for improving future Institutes supported by the NEH ODH?
Timestamp	**Please tell us what your expectations were, of the Institute at Purdue, before you attended?**	**Did the Institute meet your expectations? If so, how? Please be as specific as possible?**	**How well was the Institute organized? How might you have done things differently? What recommendations might you have for improving its organization and other future Institutes supported by the NEH ODH?**	
6/24/2016 16:20:52	Casual community environment to learn a range of GIS skills.	It was not casual, but the learning was both intense and extraordinary.	Combine GIS and sample DH presentations daily over the first two weeks. Use project development time to foster more relational applications of skills and resources in the early in first week, 1-2 times in second week, constantly through third week.	Excellent. More preparation for participants to read across disciplines. Communication was good... I also think the course materials will serve me well after the conclusion of the institute it'd be nice to refer back to the reading list. I would probably refer a majority of reading materials to a bibliographic list, however. The website wasn't particularly necessary as most of the communication came over email. It would have been nice to have used it more but the institute was still okay without it.
6/24/2016 16:34:35	I planned to come here and work and learn about GIS. I didn't know what else to except.	It went beyond the realm of my expectations in ways both positive and negative. There was a rich trove of material to consume, but the group projects were not as focused as necessary to maximize that energy. I appreciated the GIS training but I wish we had more in-depth training on what GIS was and could do.	It was very dense and needed additional time for community building.	
6/24/2016 16:38:44	I live here.	Yes. I left feeling more confident about my ability to claim being a digital humanities scholar and I know for sure, I want my work to critically engage Black spatial humanities.	I really would have liked to have known upfront how to use the readings. But everything else seemed pretty well organized and relayed effectively.	The Institute website was very intuitive and easy to navigate. I think we had a lot of emails but I think that was the best format to communicate information. The recommended reading (spatial humanities books) beforehand helped prepare me to come to the institute with data I could use to map. I wish the reading would have been used more for discussion and not just for background reading,
6/24/2016 16:40:50	I would come away with a strong idea of how to incorporate mapping into my research and skills in digital technologies.	Yes, I have a much better idea of how to extract spatial information from my research and how to map it. I wish I had developed more hard skills.	Well organized, could have worked harder to stick to the schedule.	

Institute Evaluations

6/24/2016 16:42:28	To gain additional grounding in Black Studies, learn GIS tech, and harness time for project work.	I feel like I've advanced in my project and general understanding of both Black Studies and GIS tech, but would like to go deeper with both.	More integration of collaborative, more loosely constructed time. Lectures just aren't effective for such an extended period of daily time and especially day after day. Was most enriched by small group work and workshop time.	it was so much, and frequently had information that was then covered in faculty members' talks that I stopped reading. Plenty of materials and communication. Would have liked more living details sooner so given time to prepare. The connections and use of readings weren't always clearly delineated, which made the list somewhat overwhelming and difficult to utilize. I liked the Institute website and felt as though I was kept up to date in the weeks before the Institute. I felt prepared for coming onto Purdue's campus. I enjoyed the course materials although because of the fast pace of the Institute plus the work and personal obligation I was not able to get through the entire bibliography. However, I plan to continue working through the bibliography after these three weeks as I work on my project. So my recommendation is possibly getting a working bib earlier.
6/24/2016 16:43:55	To learn new GIS technology and discuss Black/Africana Studies	Yes. I got exposure to new technologies and time to critically think and work on my project.	When I first looked at the schedule I was pleased with the organization but in reality I felt it was very sectioned off. I don't know if I would have done anything different because I understand the scheduling difficulty of doing a "blended" schedule. The institute was organized well. My only recommendation would be for institute participants to present their work earlier and then have opportunities to engage with institute faculty. I didn't find the group breakout sessions to be very productive because we were envisioning hypothetical projects. I would have liked to have had the opportunity to refine and shape my own project in those breakout sessions.	
6/24/2016 16:47:22	My expectations were to learn and improve my skills in ArcGIS and learn new tools to help with my research.	The institute definitely exceeded my expectations. I did not expect to have the intensely productive theoretical and analytical conversations that I had while here at Purdue. My thinking was shaped far beyond just merely finding better geospatial tools.	More space and time could and should have been given to community building. Creating space to hear and voice	They were sufficient preparation for the institute. Communication via email was effective and significant. The course materials did prepare me
6/24/2016 16:48:04	I really was not sure what to expect. I was open and nervous or rather anxious--	This experience surpassed my hopes for what joining an intellectual community dedicated to a topic/series		

new environment, space, place topi etc.	of questions could be. The attention give to the many areas/aspects of what constitutes an intellectual community, the excellent range and depth of the participants and the superior preparation and dedication of the presenters all combined in wonderful ways to make this both rigorous and good.	experiences and build relationships even in interstitial spaces could have positively impacted the entire process.	before for the foundation of the topics covered--spatial humanities, theories and context.
6/24/2016 16:48:41 At the institution, I expected to engage in critical discussion and learn how to use software all for the purpose of better visualizing and thinking of black spatial humanities.	In some ways, the institute met my expectations. Namely, the group of people - the critical thought was rich, and I learned so much about my own thinking and possibilities there. I do wish, in that vein, there had been more robust and intentional grounding in some theoretical (and practical!) work that gave us common ground. Related, I wish that "common ground" would have been a point for us to discuss and potentially disagree about what the shape of things are and should be.	I think the organization was adequate. It's clear that Purdue is a top-notch institution. However, I think the campus itself is significantly inadequate in housing such a setup as the Institute. The catering lacked options to the point where some participants could not eat more than a few calories per meal (vegans and vegetarians). The housing situation was a one-size fits all model where PhDs (grown folks) were treated just the same as summer camp attendees, it seemed. I would recommend steering clear of Purdue for housing such an institute - I think virtually all of the problems stem from the University's organization and infrastructure. The institute was very well organized and was very professional. Selected presenters/facilitators were excellent.	I think the readings could have been more realistic. Just mere days before the program started, we were given hundreds of pages of readings, I believe, that were meant to be covered before arriving. As such, it seems none of us really took any of them seriously - they weren't referenced at all in 99% of comments. So more directed readings (or more time to read) would have helped.
6/24/2016 16:50:03 My expectation was to learn about GIS tools and how they can be used to support a spatial project. 6/24/2016 17:00:23 My expectations of the Institute at Purdue before I attended were that I would be introduced to digital/spatial humanities.	The Institute was outstanding. It was simply excellent. I learnt more than what I had expected to learn because space and place were looked at from diverse perspectives that I had never even imagined. Yes, the institute introduced me to a range of digital/spatial humanities readings, projects, scholars, and tools. I feel like the institute provided me a solid foundation for	The only thing I could change is to reduce the number of hours we covered each day during the first week. I wish that each day was from 9.00am to 3.00pm so that participants could get time to reflect on the readings. The Institute was well organized. The schedule followed a logical development from theory to practice. I think the Institute might have benefited from an Institute	Angel Nieves was very quick at communicating with participants and the necessary reading materials were provided well in advance. Choice of reading materials was excellent. Before the institute, the communication was effective, providing me with the necessary information for arriving at the Institute. Perhaps in terms of readings, it would have

developing digital/spatial humanities projects in my scholarship and teaching.

welcome and orientation session.

been nice to have some guiding questions or something of the sort.

Contrary to popular belief, I don't think that the Institute was too rigorous. I think the scheduling made it falsely feel that way, because it demanded stamina and not rigor. It also required us to suppress our intellectual hunger. I think I would have mixed the goals of the week across all three weeks--Theory in the morning; hands-on software/web-based training in the late morning/early afternoon; and personal research design and practice in the late afternoon. Many of us did not remember the platform training from week 2 during week 3. Also, the theory section doesn't have to be trimmed, but the selections could be more rigorous; half the faculty never explicitly shared how they engaged theory or what their theoretical framework was. As a result, it was mostly contextual. Also, the instructors should have woven the required readings into their lectures/discussions/breakouts.

6/24/2016 17:01:13

I expected to learn an array of digital tools and platforms.

The Institute did and did not meet my expectations. I was hoping to grasp GIS by the end, but I did not. I am still very overwhelmed by the platform. I wish there was a chart comparing ArcGIS to other digital and/or spatialization applications, so that I knew what exactly my options were and the pros and cons of each.

All of these were great!!!

6/24/2016 17:01:20

I knew that we would be working with technology/resources that we could use for our research, but did not expect the range of and wealth of resources offered.

Yes it did. I have been introduced to knew simple as well as sophisticated digital resources.

The Institute was incredibly well organized. We were updated regularly whenever changes occurred and received material ahead of time when necessary.

We received the material ahead of time. The website was regularly updated and both Institute directors provided their phone numbers in case we needed to contact them.

6/24/2016 17:02:46

I expected to find a network of people who thought about digital and spatial humanities in new and innovative ways.

In some ways. I found a few people who thought about space in similar ways very similar to my own. However, I do feel that in the future the institute should include people who are theorizing around space. I found the focus on the digital as a tool to be excessive.

Additionally, I would like to see someone who is talking about digital space and the diaspora.
The institute did meet my expectations by providing me with the opportunity to interact with and learn from established and up and coming scholars in a range of disciplines who shared the core concern of making digital spaces a safe and vibrant space for black subjectivity and intellectual engagement. I particularly liked the group/workshop model in which we wrestled with how to apply the tools that we learned (such as ArcGIS and TouchCast) with collaborative input from a range of scholars. I also liked that there was time given to meet and exchange ideas with faculty who have successfully navigated the grant writing, concept mapping, and product implementation process. The openness with which the group operated in terms of sharing their work and attempting to grapple collaboratively with complex issues was inspiring.

I would have liked more time to focus on my own work. In the future, perhaps we can form working groups early on so that some of the conversations that are held casually can be had during "9-5" hours.

The course materials were semi-useful. To be honest, I don't know that they grounded me further in my personal questions and engagement with digital space.

6/24/2016 17:07:27

Before I attended the institute I expected to have a chance to develop and understand the theoretical framework that would give shape to some of my long-running questions about representing black bodies within technological spaces. I also expected to have some hands on time with established and emerging technologies that would help me grapple with some of the concerns I had about bridging the digital divide in my own research and writing. More specifically, I hoped to gain a base level understand of how I might map and create real world and speculative representations of future spaces--ones that were inclusive and that addressed the historically problematic representation of blackness.

I liked that we had the chance to get to know each other both inside and outside of the institute. My only recommendation would be to vary the schedule a bit to allow more time for us to exchange ideas about our project and to discuss the reading which were very informative.
The Institute was organized. If I had any suggestions it would be to blend "theory" and "making" and to have more "making" sessions overall. GIS

The materials did help me prepare for the institute; I would suggest that we have a more focused discussion of the readings--perhaps more depth and less breath. On the opposite side of this, I am truly grateful that I now have a working bibliography that helps me conceptualize the field.
Communication prior to the institute was excellent (meaning clear and timely). The course materials were many and while they could

6/24/2016 17:07:38

I expected to engage scholars across disciplines on the topic of the digital humanities and to have critical conversations about

Yes

race and Blackness in relation to the digital.

Before attending the institute, I expected to be able to get a clearer sense of how to position myself as a digital and spatial humanities scholar. I also expected to be able to build networks and get resources that I can use in my research. Finally, I expected to be familiarized with various spatial humanities technologies.

6/24/2016 17:07:48

The institute did meet my expectations in terms of meeting other people and building a scholarly network; in fact, in this regard, the institute exceeded my expectations. I also have more clarity on how to think my work in both spatial humanities and digital humanities frameworks. As far as learning spatial humanities technologies, I did think that we would be learning a range of technologies in addition to GIS.

sessions might have been spread out over the course of three weeks as well.

I would encourage other researchers planning/hosting institutes supported by the NEH to think about how to build in more time for participants to reflect on what they are learning.

I think the directors clearly put a lot of thought into the organization of the institute. However, I would make the following changes.

Instead of having lectures in the mornings and in the afternoons during the first week, it might have been nice to have lectures in the mornings and GIS workshops in the afternoons over two weeks. I think this would have allowed for a shift/change in pace that might have made the days not feel as long. This would also create an opportunity to spread the faculty presentations out over two weeks instead of having all the faculty present during the first week and then leave while we are working on our individual projects.

I also think that the breakout sessions might have been used to work through specific issues in our own projects instead of conceptualizing a hypothetical project, which would have allowed us to come into the GIS workshops

have been helpful we did not directly engage with them in the workshops and over the course of the week(s).

While the readings were provided via Dropbox and Google Drive, a digital reader (while more work) could have been helpful in keeping organized.

Recommendations: a collaboratively produced "hacked" syllabus could have been a generative project before the institute and would have made us feel more like participants rather than students with assigned readings.

I think the course materials, institute website, and communication provided were adequate for the most part. The only thing that really should have been made clearer before participants were required to commit to the institute is how the "fellowship" would be used. Many of us are in departments that prioritize summer funding based on who has received external funding and who has not. When I alerted my department that I was receiving a fellowship, I was under the impression that I was receiving money, and was therefore taken out of consideration for department-based/school-based summer funding. Had I known before committing to the institute that the "fellowship" was for covering housing, transportation, etc., I could have made this clear to my department, so that I could have still received money that would support my living

with a better sense of questions we might have. The institute was overly organized. Structures, schedules and agendas are crucial, but so are community building, pedagagical considerations and introducing expectations, ideas, and concepts the institute seeks to address. Likewise, the heavily organized first week didn't allow for enough space to work closely with guest presenters. Had their presentations been more spaced out and had there been a way to 1) have them answer specific questions provided prior to their presentations so that there presentations were always rigorous and relevant 2) have participants specify a set of questions that could be also given to different guests so that in the process of presenting, these larger questions could also be tackled. Further, providing social space for more informal conversations to take place, would have provided deeper ways to theorize on the larger questions and concept the Institute. These could have been facilitated by by participants who could have taken turns.

expenses during the summer.

It would've been best to have fewer emails before arrival. A single form that incorporated all the questions that were needed prior to arrival would have been much more efficient. This form could have included everything from travel information to food restrictions to special needs of participants.

Date/Time				
6/24/2016 17:07:53	First, to get intimately acquainted with the discourse of Digital Humanities, and have the opportunity to critically examine the nexus with Black spatiality.	Number 1 was certainly met, number 2 was partially met in that I believe there were kernels of conversations that can serve as pathways to larger conversations	It's obvious that Kim and Angel carried tremendous administrative work and I would strongly suggest hiring an Institute coordinator to oversee and absorb some of those duties.	
6/24/2016 17:08:29	I expected to engage with people doing Black Studies/Africana Studies and learn about the ways that digital humanities methods and research could be done within Black Studies/Africana Studies. I expected to learn about	Yes. This institute met my expectations in that I was exposed to a myriad of tools, far more than I could have imagined. Hearing from faculty who have used everything from GIS mapping to augmented reality really exposed a new	The Institute, in my opinion, was organized well on an overall level. The things that I would offer as suggestions or recommendations for future conferences would be the following: robust dietary options for vegetarians and vegans (robust meaning equal	The materials we were provided with prior to the Institute did a good job of providing a baseline of knowledge regarding digital humanities, spatial humanities, and the concept of the "spatial turn." I would say the

new tools and ways to frame my research using "the digital."

world of research possibilities to me.

to those who are not vegan/vegetarian); I would integrate lectures, active learning, and group projects in a way that overlaps and meshes across weeks as opposed to having separate weeks for each; I would suggest having empty time blocked out on the schedule for people to nap or just talk in an informal manner; I would suggest integrating a component (ongoing, not one time during the institute) on community building and perhaps practicing self-care as a scholar.

coordinators did a good job on providing readings that provided a sound starting point for participants regarding the meta questions of "What is DH?" "Why is DH?" etc. For future Institutes I would strongly suggest spacing out the reading load in a way that gives participants ample time to process and grapple with the texts as opposed to not having that time due to the need to finish/complete a reading.

6/24/2016 17:09:56

I expected to learn geospatial research tools to update my knowledge of programs. I expected to share ideas with colleagues and build research teams.

The quality and content of this institute far exceeded previous NEH programs and institutes attended in the past. The selection of participants and faculty, made for dynamic exchanges. I learned multiple spatial analytical programs used in research. The multiple modes of maker spaces that included public programs designed collaboratively were wonderful. I am fully confident that I am abreast of current academic literature, online repositories, and African Diasporic content.

Purdue University was clearly unaccustomed to hosting a multi-ethnic black academic group over summer. Co-Directors and Institute grant evaluators, minimized the long-term benefit and intellectual needs of non-scheduled communication. We are often isolated scholars and researchers on our campuses.

I have no recommendations. It was thorough.

6/24/2016 17:14:58

I expected to learn a great deal about the S/DH's and also learn actual technical skills.

Yes, it met my expectations in regards to what I came here.

The I was organized well and, as any group dynamic, things are bound to happen. I would have made things a bit more firm and clearer to the participants as to the level of comfort to be had.

C. Materials were fine however only problem is that the readings were for the most part not engaged at all. I felt as though I read for nothing. Next time, I would say to make it clear what the expectations with the readings would be.

Notes

[i] Katherine McKittrick. *Demonic Grounds: Black Women and the Cartographies of Struggle.* University of Minnesota, 2006 xiii.

[ii] McKittrick, *Demonic Grounds,* x.

[iii] Miriam Posner. "How Did the Make That? The Video! http://miriamposner.com/blog/how-did-they-make-that-the-video/ accessed February 17, 2015.